



2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

- | | |
|-------------------------------|---|
| 1. IHE/EPP scope and sequence | 2. IHE/EPP instructional coaching protocols |
| 3. IHE/EPP course syllabus | 4. IHE/EPP evaluation process and metrics |

Applicant Information

Name **Denton Independent School District** CDN or Vendor ID **061901** ESC # **11** Campus # **5** DUNS # **055311104**

Address **1307 N. Locust** City **Denton** ZIP **76205** Phone **9403690041**

Primary Contact **Dr. Richard Valenta, Deputy Superintendent** Email **rvalenta@dentonisd.org**

Secondary Contact **Dr. David Gerabagi** Email **dgerabagi@dentonisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dr. Richard Valenta** Signature  Date **03/09/2018**

Grant Writer Name **Dr. David Gerabagi** Signature  Date **03/09/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-010

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
1 in 5 principals leave school by the end of the academic year. There is a serious lack of qualified applicants to replace qualified principals at Denton ISD.	Improve school leader recruitment efforts through increased collaboration between school districts and the University of North Texas (UNT).
DISD data shows that one out of every two principals is not retained beyond their third year of leaving the district. There is a strong need to retain principals.	Provide authentic, significant and meaningful ongoing coaching and professional development to support the ten (10) aspiring principals' continuing education in instructional leadership practices that will improve school-wide instructional practice and student achievement.
DISD principals who are retiring, transferring, or pursuing new opportunities are not being replaced by enough qualified candidates.	Encourage Ten (10) campus teachers to aspire to the principalship and provide them with increased responsibilities and professional development that will adequately prepare them to become campus leaders and lead schools.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Select ten (10) strong principal candidates from among current teachers with demonstrated success & leadership potential.
 Build a sustainable and diverse principal pipeline through the Principals Preparation grant program.
 Prepare ten (10) principal residents with an intensive residency and induction support.
 Increase Transparency, fairness and rigor in district.
 Equip principal residents with instructional expertise aligned to college- and career-readiness standards.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Strong principal candidates from among current staff are identified.
 Partnership with an effective EPP (the University of North Texas) is established.
 EPP Scope and Sequence, Textbooks and Reading materials Coaching principals compiled.
 In-person group training (1-2 sessions per month) started.
 Performance meeting protocols established.
 Program MOUs with participants and IHE developed and signatures obtained.
 Mentor principals identified and trained.
 On-site coaching during residency and induction started.
 Evidence-based coursework is made available.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Instruction on strengthening participants' instructional expertise and leadership through deep dives into observation and feedback, data-driven instruction, and cultivating rigorous planning provided on an ongoing basis.

Participants' knowledge and skill in the areas of emotionally intelligent leadership, adaptive change leadership, team building, and individual capacity building are deepened.

Participants are trained on data practices that drive academic success.

A plan for ensuring an equitable and accessible school community is created.

Participants' ability to effectively communicate an inspirational vision to a variety of stakeholders is improved.

Third-Quarter Benchmark:

Sustained and rigorous clinical learning in an authentic school setting is provided.

Ongoing support from an effective mentor principal or school leader is provided to program participants

An opportunity to practice in an authentic school setting is conducted.

Program participants are objectively evaluated in a school setting.

Candidates are offered authentic campus based leadership experiences throughout their residency period.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Denton ISD agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required reports in the format and time requested by the funding agency. Denton ISD will incorporate appropriate evaluation strategies will be employed to produce both quantitative and qualitative data. The methods of evaluation employed by the Principals Preparation Grant will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. In order to effectively monitor program services and identify areas needing expansion and/or modification, evaluation information will be gathered, analyzed, and reported to project management and the TEA. DISD will monitor progress towards achievement gap reduction, collect, analyze, and report evaluation data on the degree to which program implementation objectives are being met.

Qualitative and quantitative techniques will be used in the assessment of program implementation. DISD will collect data and report on the following performance measures:

- Performance evaluation data on principal residents such as observations, teacher surveys and coaching notes.

- Documentation of authentic leadership opportunities.

- Post residency placement information for all principal residents.

- Demographic information of principal residents.

- Residents' program completion rates.

- Residents' satisfaction rates with IHE/EPP and mentor principal.

- Number of applicants for principal residency within an LEA.

- Residents' certification test scores.

Data collected will be used to measure progress made towards grant goals. Mid course modifications will be implemented to adjust the plan when adequate progress is not shown.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Background:

Changes in principal responsibilities have ramifications for Principal Preparation. While new principals may have ample theory and technical knowledge to lead, new principals report that they lack the wisdom and know-how necessary to make them ready to lead. As novices, it is natural that new principals feel they have more to learn during their first year, but new principals' concerns coupled with high new principal attrition rates point to the need for better leadership preparation and talent management.

Each Denton ISD school deserves a great principal who is well prepared to inspire and manage change. Principals can no longer afford to be office-bound and disengaged from social, emotional, and academic issues affecting individual students. DISD principals are expected to manage staffing and buildings; serve as an instructional leader, teacher evaluator, data guru; and are strategically positioned to provide daily support and professional development to teachers and to create safe, supportive learning environments for students.

The proposed DISD Principals Residency Program is a unique approach to initiating principal candidates into school leadership practice. Residency immerses principal candidates in rigorous apprenticeship experiences that are designed to advance leadership and management practices, as well as emphasize data analysis, action, reflection, and accountability.

The Denton ISD Principal Preparation program framework includes seven essential elements:

1. Leadership Standards: Providing sustained and rigorous clinical learning in an authentic school setting.
2. Differentiated Advancement: Providing an individualized learning plan designed to move the candidates from guided learning to more substantive leadership responsibilities.
3. Community Immersion: Learning through immersion in (1) Professional Community and (2) School Community.
4. Inquiry Learning: Learning organized around cycles of inquiry, action, and reflection on the impact of leadership on students, staff, school and community.
5. Regional Planning and Collaboration: A formalized partnership among faculty, staff, district, other stakeholders.
6. Staff Selection and Development: Ensuring that mentor principals demonstrate requisite knowledge and skill to support residency candidates.
7. Accountability: Maintaining data on program quality, candidate progress and performance after graduation.

The Essential Elements are organized into two categories:

- A. Candidate learning experiences: What principal candidates learn about and how they learn it.
- B. Candidate learning supports: What partners-in-residency do to create conditions and hold themselves accountable for consistent, rigorous candidate learning.

More specifically The District will provide:

1. On-site Residency Practicum and Support: Residents remain in their current school during the residency year and are given specific leadership responsibilities to develop their leadership expertise.
2. Individualized Coaching and Mentoring: Participants receive over a full year of monthly coaching by a program leadership coach (Principals as Mentor) around core leadership competencies.
3. Blended Learning Seminars: Bi-weekly evening seminars and training opportunities during the residency year provide training and practice in key areas of school leadership, including instruction, staff leadership, direction-setting and vision creation.
4. Experiential School Visits: Residents visit neighboring high performing districts during the residency year for targeted observation and to learn best practices in organizational and instructional leadership.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

In selection of principal residency candidates, DISD will implement a rigorous recruitment and selection process utilizing research based criteria for admission found to be critical in HQ leader preparation programs. Candidates' demonstrated instructional success and leadership potential, track record of measurable student achievement, performance evaluations and appraisals, interpersonal leadership skills, response to surveys, observations and feedback and growth mindset will be considered to ensure that the best candidates are identified, screened and selected. Consideration will be given to match candidate with student demographics to ensure that selected residents mirror that of student population.

The DISD will recruit, select and prepare dynamic DISD teachers and will focus on instructional, organizational and transformational leadership development using a curriculum that is rich in theory and grounded in practice. The program will use teamwork, campus-based projects, authentic problem-solving, shadowing and mentoring to prepare participants to effectively lead a campus. Candidates will engage in a series of comprehensive, simulated school projects that reflect the realities of leading DISD schools. Candidates will actively participate in optimal learning experiences designed to sharpen teamwork skills in an environment that replicates the day-to-day rigor of the principal-ship.

Candidates will complete a school-based residency under the mentorship of experienced principals. The program will exposes candidates to all aspects of leading a school including organizing instructional improvement efforts, managing school operational issues, and navigating interpersonal and organizational relationships. Candidates will participate in regular leadership development sessions that focus on personal leadership, use of data, teaching and learning, professional development and resource management.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Denton ISD will serve as the Fiscal Agent for the grant. The District plans to partner with the University of North Texas (UNT) for its educator prep (EPP) provider for principal preparation course instruction and training. UNT has been successfully involved in principal preparation capacity for a number of years as outlined in the grant. Please refer to program related attachments 1-5 for a more detailed description of scope and sequence, course syllabus, instructional coaching protocols and evaluation process and metrics as follows:

1. Scope and Sequence includes topics such as student culture routines, data driven instruction, observation and feedback, team effectiveness, personal leadership, change management and delivering effective professional development
2. Course Syllabus - includes required reading materials and textbooks
3. Instructional Coaching protocols
4. EPP evaluation process and metrics

UNT will provide principal residents with certification, evidence-based course work, opportunities to practice and be evaluated in a school setting, in person and on-site coaching with a minimum of three visits per year.

All ten participating residents, mentor principals and a UNT (EPP) representative agree to be present at TEA Summer Institute in June 2018.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The candidate evaluation process includes the candidates ability to solve problems, ability to lead other teachers through a PD plan, and candidates' ability to create and facilitate a collaborative team to improve instructional practice, student achievement and school culture. The program will continuously assess candidates and will use performance-based measures to guide evaluations. Evaluations, based on district, state leadership standards, and UNT will provide information about and help improve all aspects of a candidates' career continuum. Our evaluation systems include:

- Continuous feedback to school leaders about the program;
- Tracking of individual progress toward mastery of knowledge, skills and behaviors necessary to improve student learning and school performance;
- Continuous feedback to licensing institutions on graduates' performance to help improve their preparation programs;
- Career development advancement, including meeting requirements for a professional license;
- Identification of PD opportunities and support structures customized to the needs of individual leaders and schools, and
- Provision of information for state and federal accountability

The District will use data from these evaluations to guide program and candidate improvement to ensure that they meet quality standards and that we are responsive to district priorities.

The program will collect and report data about the readiness of individual candidates, program graduation, retention rates, effectiveness program materials, professional development offerings, support materials and placement rates.

In addition, the program will use evaluation data to review the principal preparation program and tailor professional development to specific campuses and individuals.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

☒ The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Recruit and train 10 principal residents	100,000
2. Stipends for 10 Mentor Principals (1,000 ea.)	10,000
3. In-state Travel, Training and Curricular expenses and materials	20,000
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Total grant award requested



Attachment 1

Principal Prep

Scope and Sequence

The University of North Texas

Curriculum Matrix: Principal Competencies

DOMAIN I Competency 001 The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	5330	5390	5400	5600	5610	5620	5630	5650	5680	5700	5500
A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals	x						x			x	x
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision	x						x			x	x
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	x						x			x	x
D. Aligns financial, human, and material resources to support implementation of a campus vision and mission			x				x			x	x
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision	x									x	x
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture					x					x	x
G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment	x							x		x	x
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture	x									x	x
I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students				x	x					x	x

coordination of school operations and programs to ensure a safe learning environment.											
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment											
B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan											
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)											
D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants											
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)											
F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students											
G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff											
H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)											
Competency 011											
The beginning principal knows how to provide ethical leadership by advocating for children and ensuring											
	5330	5390	5400	5600	5610	5620	5630	5650	5680	5700	5500

University of North Texas
Master's Degree Plan (M.Ed.) in Educational Leadership (EDLE)
And/or Principal Certification Plan

Please check appropriate box or boxes: Master's Degree Plan ☐ and/or Principal Certification Plan ☐
 Traditional Program ☐ Accelerated Online Program ☐

Name: _____ (Last) _____ (First) _____ (Middle) UNT Student ID #: _____

 (Address) _____ (City) _____ (State) _____ (Zip)

 (Email Addresses) _____ (Home Ph.) _____ (Work Phone) _____ (FAX)

EDLE **Dr. Linda Stromberg** **N/A**
 (Major) (Advisor) (Minor)

 Years Teaching Experience Teaching Certification Areas Deficiencies

BACHELOR'S _____
 BA/BS/Other Sem/Year Conferring Institution Major

MASTER'S _____
 MA/MS/M.Ed./Other Sem/Year Conferring Institution Major

The advisor and/or the program coordinator must approve any course substitution **prior** to enrolling in a course not listed on the approved plan. **OFFICIAL TRANSCRIPTS SHOWING TRANSFER WORK MUST BE ON FILE IN THE GRADUATE SCHOOL OFFICE.** If you already have another Master's degree or are working on a Master's or Doctoral degree in another area and wish to achieve a Principal's Certificate, the courses identified below with an *Asterisk are for Certification-Only. You may be able to substitute some courses for certification if approved by your advisor.

MAJOR FIELD COURSES: To be completed by graduate and certification offices. Please leave blank.

		Semester Hours	Semester/Year	Grade
*EDLE 5330	Instructional Leadership	3		
*EDLE 5390	Campus-Level School Law	3		
*EDLE 5400	Management of School Resources	3		
EDLE 5600	Race, Class, and Gender Issues in Education	3		
*EDLE 5610	School Communications and Public Relations	3		
EDLE 5620	Administration and Leadership of Special Programs	3		
EDLE 5630	Organizational Change and School Improvement	3		
*EDLE 5650	Professional Development and Supervision	3		
*EDLE 5680	Administration of the EC-12 Curriculum	3		
EDLE 5700	Practicum in Educational Leadership	3		

PRINCIPAL CERTIFICATION COURSE: To be completed by certification office. Please leave blank.

*EDLE 5500	Principal Internship	3		
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Internship must be completed in an accredited Texas school.

APPROVED _____
 Advisor Signature DATE Program Coordinator DATE

Date (Sem/Yr) of first master's and/or certification course _____

Date (Sem/Yr) by which degree and/or certification must be completed _____

*Courses cannot be more than five years old at time Master's degree is completed if degree seeking; no more than seven years old at time Certification completed.

*******TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL*******

The student is admitted to candidacy:

 Dean of the Graduate School

The University of North Texas (UNT)

Courses and Priority Competencies that Beginning Principals should be able to demonstrate.

All priority competencies are addressed in at least one course.

EDLE 5330, Instructional Leadership:

Course Description

In this course, you will learn about leadership for improved instruction and learning. You will explore and discuss significant research and best practice for instructional leadership, learning theories, school climate and culture, effective teaching methods, professional development, using data to improve learning, and the relationship of instruction, curriculum, and assessment. The course also addresses classroom/school-wide management strategies, including establishing routines and procedures, and effective discipline management approaches. This course will help you develop a vision of instructional improvement and the leadership skills to make that vision a reality.

Priorities.

The beginning principal

***Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals. (Domain I, Competency 1) ALSO IN 5630**

*** Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus culture. (Domain I, Competency 1)**

***Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture. (Domain I, Competency 1)**

***Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (Domain I, Competency 2) ALSO IN 5610, 5630, 5630**

***Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research (Domain II, Competency 3) ALSO in 5630 and 5620**

***Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning (Domain II, Competency 3) ALSO IN 5680**

***Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap. (Domain II, Competency 4) ALSO IN 5620**

***Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (Domain II, Competency 4) ALSO IN 5620, 5630, and 5650**

***Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school. (Domain III, Competency 6). ALSO IN 5650**

***Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements). (Domain V, Competency 10) ALSO IN 5390 and 5620**

EDLE 5390, Campus-Level School Law

Course Description

This course provides an introduction to important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which education takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building-level leaders, with the goal of helping students recognize potential legal problems arising in the school and the need to take appropriate action or seek legal advice.

Priorities

The beginning principal

***Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff. (Domain III, Competency 6) ALSO IN 5650**

***Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements). (Domain V, Competency 10) ALSO IN 5330 and 5620**

***Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation). (Domain V, Competency 10) ALSO IN 5400 and 5620**

***Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities. (Domain VI, Competency 11) ALSO IN 5600 and 5620.**

EDLE 5400, Management of School Resources

This course is intended to be an introductory level course in the planning and management of school resources with particular applications to the State of Texas. The course is designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial, and capital resources at the site level and how these contribute to student success.

Priorities

The beginning Principal

*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans. (Domain V, Competency 9) **ALSO IN 5630**

*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes. (Domain V, Competency 9) **ALSO IN 5630**

*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning. (Domain V, Competency 9)

*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan. (Domain V, Competency 10) **ALSO IN 5610**

*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation). (Domain V, Competency 10) **ALSO IN 5390 and 5620**

*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants. (Domain V, Competency 10)

EDLE 5600, Race, Class, and Gender Issues in Education

Course Description

This course provides a foundation of knowledge and insight on race, class, and gender issues in our society. This foundation also includes discussions on LGBT issues and the education of a diverse student population. The theoretical base of EDLE 5600 draws upon research from all behavioral sciences. The intent of every week's activities is to challenge students to think and talk about issues that each must consider as citizens and educators in a multicultural society. It is hoped that students will leave the course with a clarity of understanding of human differences and the role they play in interpersonal and intergroup relations.

Priorities

The Beginning Principal

*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (Domain I, Competency 1) **ALSO IN 5610**

***Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn. (Domain VI, Competency 11) ALSO IN 5620 and 5630**

***Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation). (Domain V, Competency 11) ALSO IN 5620 and 5680**

***Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities. (Domain VI, Competency 11) ALSO IN 5390 and 5620**

EDLE 5610, Communications and Public Relations

Course Description

Every administrator in an educational organization has a responsibility to engage in public relations on a daily basis. The primary objective of this course is to examine school-based public relations with the context of life in an information age, practice in schools shared decision making, and sustained demands for school improvement. Students study three critical dimensions of school public relations: informing the public; modifying attitudes and opinions; and integrating the actions and attitudes of an organization with those of its public.

Priorities

The Beginning Principal

***Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (Domain I, Competency 1) ALSO IN 5600**

***Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (Domain I, Competency 2) ALSO IN 5330, 5620, and 5630**

***Ensures that parents and other members of the community are an integral part of the campus culture. (Domain I, Competency 2) ALSO IN 5620**

***Understands how to communicate a message effectively in different ways to meet the needs of various audiences. (Domain IV, Competency 7)**

***Develops and implements strategies for systematically communicating internally and externally. (Domain IV, Competency 7)**

***Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan. (Domain V, Competency 10) ALSO IN 5400**

EDLE 5620, Administration and Leadership of Special Programs (Student Educational Services)

Course Description

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.

Priorities

The Beginning Principal

***Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (Domain I, Competency 2) ALSO IN 5330, 5610, and 5630**

***Ensures that parents and other members of the community are an integral part of the campus culture. (Domain I, Competency 2) ALSO IN 5610**

***Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research (Domain II, Competency 3) ALSO IN 5330 and 5630**

***Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs. (Domain II, Competency 3) ALSO IN 5630**

***Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction. (Domain II, Competency 4) ALSO IN 5650**

***Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement (Domain II, Competency 4)**

***Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) (Domain II, Competency 4) ALSO IN 5680**

***Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap. (Domain II, Competency 4) ALSO IN 5330**

***Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (Domain II, Competency 4) ALSO IN 5330 and 5650**

***Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes. (Domain III, Competency 6) ALSO IN 5650**

***Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes. (Domain V, Competency 9) ALSO IN 5400 and 5630**

***Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation). (Domain V, Competency 10) ALSO IN 5390 and 5400**

***Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements). (Domain V, Competency 10) ALSO IN 5330 and 5390**

***Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn. (Domain VI, Competency 11) ALSO IN 5600 and 5630**

***Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation). (Domain VI, Competency 11) ALSO IN 5600 and 5680**

***Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs (Domain VI, Competency 11)**

***Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities. (Domain VI, Competency 11) ALSO IN 5390 and 5600**

EDLE 5630, Organizational Change and School improvement

Course Description

The course delves into change theory from four perspectives: creating conditions for change, planning change, implementing change, and sustaining change. We will explore current reform efforts at the state and federal levels and look at the role of research in school reform, including leading theories and theorists and the use of data to improve learning. The course lays the groundwork for solving problems of practice through data driven decision making and system-wide structures and processes.

Priorities

The Beginning Principal

- *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals. (Domain I, Competency 1) ALSO IN 5330**
- *Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (Domain I, Competency 2) ALSO IN 5330, 5610, and 5620**
- *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research (Domain II, Competency 3) ALSO IN 5330 and 5620**
- *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs. (Domain II, Competency 3) ALSO IN 5620 and 5680**
- *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards (Domain II, Competency 3) ALSO IN 5680**
- *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement (Domain II, Competency 4) ALSO IN 5620 and 5650**
- *Frames, analyzes, and creatively resolves campus problems using effective problem solving techniques to make timely, high-quality decisions. (Domain IV, Competency 8)**
- *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals. (Domain IV, Competency 8)**
- *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans. (Domain V, Competency 9) ALSO IN 5400**
- *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes. (Domain V, Competency 9) ALSO IN 5400, 5620, and 5680**
- *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn. (Domain VI, Competency 11) ALSO IN 5600 and 5620**

EDLE 5650, Professional Development and Supervision

Course Description

This course emphasizes coaching as an important aspect of professional development and supervision. You will learn communication skills to implement conferences/conversations promoting teacher efficacy and high levels of thinking about instruction and learning. You will apply the skills to goal-setting,

problem-solving, planning, and reflection. The course will address feedback and the importance of non-judgmental instructional data. You will explore various approaches to professional development and engage in professional development planning. In addition, you will explore some basic ideas for appraisal systems. The course also includes some principles of Human Resources management including guidelines for writing professional growth or refinement plans.

Priorities

The Beginning Principal

- * Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus culture. (Domain I, Competency 1) ALSO IN 5330**
 - * Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction. (Domain II, Competency 4) ALSO IN 5620**
 - * Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (Domain II, Competency 4) ALSO IN 5620 and 5330**
 - * Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff. (Domain III, Competency 5)**
 - * Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities. (Domain III, Competency 5)**
 - * Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data. (Domain III, Competency 5)**
 - * Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, and allocation of time, funding, and other needed resources. (Domain III, Competency 5) ALSO IN 5330**
 - * Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes. (Domain III, Competency 6). ALSO IN 5620**
 - * Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school. (Domain III, Competency 6) ALSO IN 5330**
 - * Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment. (Domain III, Competency 6).**
 - * Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff. (Domain III, Competency 6) ALSO IN 5390**
-

EDLE 5680, Administration of the EC-12 Curriculum

Course Description

This course addresses curriculum for successful learning in the 21st century. Activities address the development, implementation, alignment, and evaluation of curriculum. In addition, the course considers alignment among curriculum, instruction, and assessment. The course includes theoretical knowledge and real-world applications of learning. Areas of special emphasis include technology applications, data analysis, and global and multicultural perspectives.

Priorities

The Beginning Principal

***Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs. (Domain II, Competency 3) ALSO IN 5620 and 5630**

***Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment. (Domain II, Competency 3) ALSO IN 5620 and 5630**

***Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards (Domain II, Competency 3) ALSO IN 5630**

***Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning. (Domain II, Competency 3) ALSO IN 5330**

***Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors). (Domain II, Competency 4) ALSO IN 5620**

***Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement. (Domain II, Competency 4) ALSO IN 5620 and 5630**

***Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes. (Domain V, Competency 9) ALSO IN 5400, 5620, and 5630**

***Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation). (Domain VI, Competency 11) ALSO IN 5600 and 5620**

EDLE 5700, The Practicum

Course Description

This course consists of application of all of the six domains and eleven competencies leading to an effective principal who will have a positive impact on student learning. Most of the assignments in this course are field-based performance tasks. You will be able describe best practices of leadership by the campus principal for each competency. You will also use the Academic Accountability Ratings and the Texas Academic Performance Report (TAPR) to analyze the current accountability rating and basic data elements for a specific school and propose possible actions for school improvement. The course requires you to complete at least one campus-based project under the direction of a campus administrator. The projects could be directed at a problem or issue related to the improvement of student achievement or school culture, professional development planning and implementation, or leading a collaborative group to achieve a school goal.

Priorities

The Beginning Principal will be able to demonstrate the following Domains and Competencies, especially the priority areas identified in the list of Domains and Competencies. (These are listed in full in the Internship section below.)

Domain I, School Culture (School and Community Leadership), Competencies 1, 2

Domain II, Leading Learning (Instructional Leadership/Teaching and Learning), 003, 004

Domain III, Human Capital (Human Resource Management), Competencies 5, 6

Domain IV, Executive Leadership (Communication and Organizational Management), Competencies 7, 8

Domain V, Strategic Operations (Alignment and Resource Allocation), Competencies 9, 10

Domain VI, Ethics, Equity, and Diversity, Competency 11

EDLE 5500, Internship

Course Description

The Internship in Educational Leadership is required for completing the requirements for the Texas Standard Principal Certificate. This course is field based and requires a minimum of 160 hours of documented administrative or leadership-related experiences at either an accredited EC-12 site under the supervision of both a university supervisor and school district administrator. Completing and

submitting a Log of Hours and Activities during the Internship and having these activities verified and evaluated by the administrator at the conclusion of the Internship documents this requirement.

The goal of the Internship program is to provide an opportunity to observe or experience on-the-job, hands-on experiences while working under the direction of a practicing and successful educational administrator. The Intern develops an Action Plan cooperatively with a site-based supervisor based on the eleven Texas Principal Competencies, the targeted areas set out in the Action Plan, the individual candidate's experiences, and the needs of the school site and administrators. If possible, the internship provides a continuation or follow-up of the projects from the Practicum: directed at a problem or issue related to the improvement of student achievement or school culture, professional development planning and implementation, and/or leading a collaborative group to achieve a school goal.

Priorities

The beginning principal demonstrates proficiency in the Domains and Competencies below, especially the Priority statements with an asterisk.

Principal Domains and Competencies

**Asterisk notes TEA Priority Statements for beginning Principals*

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002

The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 005

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. *Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

- A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

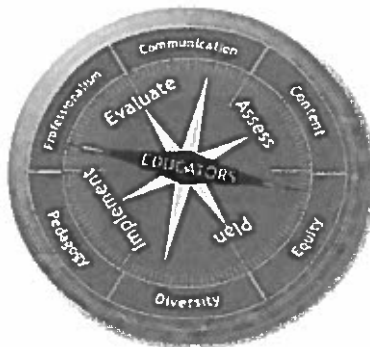


Attachment 2

Principal Prep

Course Syllabus





Educational Leadership Program

Core Values and Beliefs: Graduates will have the knowledge, skills, and motivation to:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity and inclusion
- Develop theory to practice solutions

EDLE 5600 — Race, Class, and Gender Issues in Education

Fall 2017 — August 28 October 20

Location: Blackboard Learn, 100% Online
Instructor: Dr. Johnetta Hudson
Office Hours: Daily via Blackboard Learn *Messages* and by appointment via Skype
Contact Info: johnetta.hudson@unt.edu
Skype: Johnetta.Hudson 1

COURSE DESCRIPTION

This course provides a firm foundation of knowledge and insight on race, class, and gender issues in our society. This foundation also includes discussions on homosexuality and the education of a diverse student population. The theoretical base of EDLE 5600 draws upon research from all behavioral sciences. The intent of every week's activities is to challenge students to think and talk about issues that each must consider as citizens and educators in a multicultural society. It is hoped that students will leave the course with a clarity of understanding of human differences and the role they play in interpersonal and intergroup relations.

Purpose of the Course

This course is designed to promote the development of culturally proficient teacher, school, and district leaders who have the knowledge and ability to promote the success of a diverse student population.

Student Outcomes

The student outcomes for this course are based on the Interstate Leadership Licensure Consortium (ISLLC) Standards and the State of Texas Proficiencies for Administrators both of which are designed for advanced programs in educational leadership.

ISLLC Standards

Through the successful completion of this course, students will have demonstrated proficiency in three of the six ISLLC standards. The three standards are provided below.

Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Proficiencies for Texas Administrators

Learner-Centered Leadership: Through inspiring leadership, the administrator maximizes learning for all students while maintaining professional ethics and personal integrity.

Learner-Centered Climate: The administrator establishes a climate of mutual trust and respect that enables all members of the learning community to seek and attain excellence.

Learner-Centered Curriculum and Instruction: The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies designed to promote optimal learning for all students.

Learner-Centered Professional Development: The administrator demonstrates a commitment to student learning through a personal growth plan and fosters the professional development of all staff in the learning community.

Equity in Excellence of All Learners: The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff, while building on shared values and other similarities that bond all people.

Learner-Centered Communication: The administrator effectively communicates the learning community's vision as well as its policies and successes in interactions with staff, students, parents, community members, and the media.

Required Resources — Text

Koppelman, K. L. (2014) *Understanding human differences: Multicultural education for a diverse America* (5th ed.). Boston, MA: Pearson.

Kozol, J. (1995) *Amazing grace: The lives of children and the conscience of a nation*. New York, NY: Crown Publishers, Inc.

Meredith, D. (2013). *The color of lies*. New York, NY: Wild Women's Publishing.

Instructional Delivery and Expectations

EDLE 5600 as a 100% online course with no on-campus meetings. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Students should begin each week's activities as early in the week as possible. It is expected that all students will participate frequently and actively in each collaborative assignment including discussions and partner activities. The professor will not respond to each individual posting, but instead will help guide the class through comments and questions.

All assignments are to be completed no later than 11:59 p.m. on the evening of the due date, which is typically Sunday of each week. Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. There are eight assignments that include written assignments, surveys, discussions, journal entries, and review quizzes. **Please note: Use the MONTH view of the Calendar found on the course menu to see assignments due dates.**

Pay very careful attention to the rubrics for all discussions and written assignments.

HOW TO PROCEED EACH WEEK FOR CLASS ACTIVITIES

You should access your Blackboard Learn course daily for announcements and course messages regarding the course. Begin participating in the weekly discussions on Monday morning and no later than Wednesday of each week, and ideally log in no less than every other day. Complete all assignments no later than 11:59 p.m. on their due dates.

COMMUNICATIONS

Review this information about the communication tools in the course and how we will use them:

- Email — Check for messages, both individual or collective, on a daily basis. All announcements for the Program, University, and College are sent to your *EagleConnect* email account. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.
- For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the Discussions forum *Ask Assignment Clarification Questions Here*. For private questions of your instructor, you must use the *Messages* feature on the course menu, unless specified otherwise in the contact information on page 1. You can expect a response within 24-hours of sending a message.
- Announcements — Please read all Announcements for updated information and changes. You will see them each time you log in, in addition to receiving them in email.
- Conferences— You may make an appointment to conference with your instructor via Skype or other method of their choosing.

Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

COURSE EVALUATION

Toward the end of the term, you will be asked to complete the UNT SPOT. The University will notify you by the UNT EagleConnect mail system as to its availability. The message will also contain information on how to access the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing the Course Evaluation.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the student for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

All assignments should be written in scholarly and grammatically correct language. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials.

Conversational language within each discussion is permissible, but should also be grammatically correct.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Access and login information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. Access the course at <https://learn.unt.edu>.

You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

After logging into the course, locate the "UNT Helpdesk" tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the student HelpDesk.

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn
<http://it.unt.edu/blackboard-learn-information>
- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard's
[On Demand Learning Center for Students](#)
- Blackboard Learn Student FAQs
<https://help.blackboard.com/Filter/Student>

- If you're new to online courses or unfamiliar with the learning management tools, log in and locate the [Blackboard Learn Student Orientation](#). Become familiar with the tools and tutorials within the Orientation to better equip yourself for participating in the course.
- See short how-to videos at Blackboard Learn's [On Demand Learning Center for Students](#).
- Minimum Tech Skills Needed
 - Navigating and using basic tools of Blackboard Learn
 - Using email and attaching documents
 - Creating, saving, and submitting files in DOC and PDF formats
 - Copying and pasting

UIT Student Helpdesk

Make a note of this information now in case of a situation where you can't login to the course.

Email: helpdesk@unt.edu
 Phone: 940.565-2324
 Site: [UIT Helpdesk](#)
[Report an Issue](#)

Support Hours

Monday-Thursday	8am-midnight
Friday	8am-8pm
Saturday	8am-5pm
Sunday	noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Be mindful of the regular weekly maintenance schedule (11 pm Saturdays to 2 am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, [Report an Issue](#) online.

STUDENT ACADEMIC SUPPORT SERVICES

Links to all of these services can be found on the [Academic Support tab](#) at the top of your course [site](#).

- Learn how to [forward your EagleConnect mail](#) to a personal email address
- Change or update your AMS password (used to log into online courses)
<https://ams.unt.edu/>

UNT Portal

<http://my.unt.edu>

GRADING

Final Grades

You will see in the *My Grades* tool on the course menu that there are a total of 746 possible points. Grades will be determined consistent with the scale provided below.

Total Points	Letter Grade
746 – 721	A
720 – 695	B
694 – 669	C
668 – 643	D
642 – 0	F

Course Activities

	Points Each	Total Points
Syllabus quiz	10	10
Module 1: Get Acquainted discussion	10	10
Module Discussions 1-8	15	120
Module Assignments 1-8	20	160
Module Journals 1-8	10	80
Module Quizzes 1-8	15	120
Module 2: Clarification exercise	13	13
Module 4: Who are the homeless quiz	16	16
Module 5: Sexual harassment quiz	12	12
Module 5: Analyzing sexist language assignment	15	15
Module 7: Testing your knowledge	10	10
Book discussions	40	80
Course Exam	100	100
Total		746

WEEKLY CALENDAR OF ASSIGNMENTS

Assignment	Points	Submission Location	Due Date
Module One: Clarifying Beliefs, Values, and Language			
Module One Student Outcomes Upon Completion you should be able to: <ul style="list-style-type: none"> • Define and differentiate between attitudes, beliefs, and values • Describe and evaluate the methods through which values are taught • Recognize the impact of attitudes, beliefs, and values on individual behavior 			
Syllabus Quiz	10	Assessment Area	Week 1
Begin reading <i>Amazing Grace</i>			Week 1
Read Chapter One in the required text			Week 1
Complete the Social Issues Survey		Assessment Area	Week 1
Social Issues Critical Thinking Questions	20	Assignment Area	Week 1
Discussion – Beliefs and Values about Neighborhoods	15	Discussion Forum	Week 1
Discussion – Get Acquainted	10	Discussion Forum	Week 1
Journal Entry - A Biased Judgment	10	Journal	Week 1
Review Quiz 1	15	Assessment Area	Week 1
Assignment	Points	Submission Location	Due Date
Module Two: Understanding Prejudice and Its Causes			
Module Two Student Outcomes Upon completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> • Define prejudice • Discuss the consequences and causes of prejudice • Analyze the ways in which prejudice is perpetuated 			
Read Chapter One in the required text			Week 2
Read 2 articles on Speaking Up			Week 2
Finish reading <i>Amazing Grace</i>			Week 2
Speaking Up Critical Thinking Questions	20	Assignment Area	Week 2
Clarification Exercise	13	Assessment Area	Week 2
Discussion – Cultural Images	15	Discussion Forum	Week 2
Journal Entry – Prejudices you possess	10	Journal	Week 2
Review Quiz 2	15	Assessment Area	Week 2

Assignment	Points	Submission Location	Due Date
Module Three: Cultural, Individual, and Institutional Racism			
Module Three Student Outcomes: Upon completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> • Describe how oppressions currently experienced by members of diverse groups • Identify practices of overt and covert institutional racism • Analyze and evaluate the consequences of ongoing individual racial prejudice 			
Read Chapter 8 in the required text			Week 3
Read article on racism and white privilege			
Answer the critical thinking questions on the article	20	Assignment Area	Week 3
Discussion – Juliette Hampton Morgan	15	Discussion Forum	Week 3
Journal Entry — Experiences with someone different	10	Journal	Week 3
Review Quiz 3	15	Assessment Area	Week 3
Participate in the discussion of Amazing Grace	40	Discussion Forum	Week 3
Assignment	Points	Submission Location	Due Date
Module Four: Income Disparities in the United States			
Module Four Student Outcomes Upon completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> • Identify ways in which American cultural values have had a historically negative influence on individual perceptions of poor people • Describe how the Great Depression and demands for federal involvement have affected the ways in which we address problems of poverty • Analyze and explain how institutions contribute to the exploitation of the poor • Evaluate your own attitudes and examine myths regarding individuals who receive some government assistance 			
Read Chapter 9 in the required text			Week 4
Read Dr. Payne’s Article			
Complete the quiz on homelessness	10	Assessment Area	Week 4
Answer the critical thinking questions on the homeless	20	Assignment Area	Week 4
Discussion – Social Functions of Poverty	15	Discussion Forum	Week 4
Journal Entry – Personal biases on poor students	10	Journal	Week 4
Review Quiz 4	15	Assessment Area	Week 4

Assignment	Points	Submission Location	Due Date
Module Five: Cultural, Individual, and Institutional Sexism			
Module Five Student Outcomes Upon completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> Recognize and analyze the sexist messages inherent in everyday words and phrases Suggest nonsexist alternatives to language that has historically promoted sexist cultural attitudes Describe the nature of violence against women in the United States Identify institutional sexual inequities 			
Read Chapter 10 in the required text Begin reading <i>The Color of Lies</i> Read the 2 articles on accountable language & sexism			Week 5
Complete <i>Analyzing Sexist Language</i>	15	Assessment Area	Week 5
Answer critical thinking for sexual harassment	10	Assignment Area	Week 5
Complete the sexual harassment quiz	12	Assessment Area	Week 5
Answer the critical thinking questions for sexual harassment	10	Assignment Area	Week 5
Discussion - accountable language & sexism	15	Discussion Forum	Week 5
Journal Entry – treatment of women in the U.S.	10	Journal	Week 5
Review Quiz 5	15	Assessment Area	Week 5
Assignment	Points	Submission Location	Due Date
Module Six: Immigration and Language Diversity			
Module Six Student Outcomes Upon Completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> Identify the historic attempts that have been made to curb immigration to America Describe the quasi-science of eugenics used to justify anti-immigration efforts through the early 20th century Describe the reform of immigration laws in 1965, which led to a dramatic increase in ethnic diversity Discuss and illustrate the issues stemming from increased cultural and linguistic diversity 			
Finish reading <i>The Color of Lies</i> Read Chapter 4 in the required text Read <i>Injustice on Our Plates</i> Read <i>Language, Diversity and Learning</i> Read <i>We Need to Compel Our Hispanic Population to Learn English</i>			Week 6

Answer the critical thinking questions for Injustice on Our Plates	10	Assignment Area	Week 6
Answer the critical thinking questions for Language, Diversity and Learning	10	Assignment Area	Week 6
Discussion – English as a requirement for all immigrants	15	Discussion Forum	Week 6
Journal Entry – Sara’s profile	10	Journal	Week 6
Review quiz 6	15	Assessment Area	Week 6
Assignment	Points	Submission Location	Due Date
Module Seven: The Transformation of Homosexuality from Deviant to Different			
Module Seven Outcomes Upon Completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> • Describe the historical influences shaping European and American homosexual bias • Describe the myths that have emerged as a result of European and American homosexual bias • Identify examples of institutional discrimination against homosexuals 			
Read Chapter 11 in the required text Read the articles listed below: <ul style="list-style-type: none"> • 5 Steps to Safe Schools that Support LGBT Students Published on the Teaching Tolerance website • Common Road Blocks to Safe Schools for LGBT Students • Bathroom Rules to Keep Students Safe. Blog Posting Created Jan 11, 2013 - 4:30 p.m. by Jill E. Thomas • Negative Remarks Published on the Teaching Tolerance website Source URL: • Costello, M. (2000). <i>Believe and Let Believe</i>, Teaching Tolerance: Number 17: Spring 2000 			
Complete <i>Testing Your Knowledge about Homosexuality</i>	10	Assessment Area	Week 7
Discussion – <i>Homophobia on the College Campus</i>	15	Discussion Forum	Week 7
Participate in a discussion of <i>The Color of Lies</i>	40	Discussion Forum	Week 7
Journal Entry – Gay Rights	10	Journal	Week 7
Review quiz 7	15	Assessment Area	Week 7

Assignment	Points	Submission Location	Due Date
Module Eight: Educating a Diverse Student Population			
Module Eight Student Outcomes Upon completion of the learning activities for this week, you should be able to: <ul style="list-style-type: none"> • Provide the philosophy and practices of school multicultural education curriculum • Describe the tenets of an American traditional educational philosophy known as "essentialism" • Identify changes necessary to create schools and classrooms where policies, practices, curriculum, and instruction reflect the purposes and goals of multicultural education • Evaluate the reasons why educators need to pursue multicultural education as an educational reform effort 			
Read Chapter 13 in the required text Read 2 articles: <ul style="list-style-type: none"> • <i>Diversity within Unity</i> • <i>King Middle School</i> Read the case study, <i>The Grading Dilemma</i>			
Complete the <i>Hidden Curriculum</i> exercise	20	Assignment Area	Week 8
Discussion – <i>The Grading Dilemma</i>	15	Discussion Forum	Week 8
Journal – Insights and utility regarding the 2 articles	10	Journal	Week 8
Review quiz 8	15	Assessment Area	Week 8
Complete the course exam	100	Assessment Area	Week 8

Book Discussions

Amazing Grace

Activity	Due Date
Begin reading <i>Amazing Grace</i> .	Week One
Finish reading <i>Amazing Grace</i> .	Week Two
Submit your responses to all discussion starters inside the discussion forum.	
Participate in the discussion of <i>Amazing Grace</i>	Week Three

The Color of Lies

Activity	Due Date
Begin reading <i>The Color of Lies</i> .	Week 5
Finish reading <i>The Color of Lies</i> .	Week 6
Post your responses to the discussion starters inside the discussion forum.	
Participate in the discussion of <i>The Color of Lies</i>	Week 7

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Principal Competencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner- centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life- long learning. In our work of developing educators as agents of engaged learning, we value active, meaningful, and continuous learning.

Key Elements of the Conceptual Framework

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making curriculum meaningful.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral. and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Educational Leadership Program

This course is part of the Educational Leadership program. To learn more about the requirements of our program, both the Master's Degree and Principal Certification, read the information here, and you can also access more information about our program and support service for students through links on this page. In addition, you can find information on our [program webpage](#), the Blackboard login page, the

tabs at the top of the pages in this course, the Start here section of this course, the syllabus, the tab for *Advising* on the course menu, and by contacting your advisors: <mailto:linda.stromberg@unt.edu> and <mailto:marilyn.deuble@unt.edu> .

On this Educational Leadership site, some of the information is for potential students, but you can access the schedule of courses, forms you need, and other information. If you go to the section for *Courses* and scroll down, you can see when we offer various courses.

You will receive communication through the course, but each UNT student has access to EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the Eagle connect e-mail system.

Degree and/or Certification Plans

If you have not already completed a Masters Degree and/or Cert Plan, please complete one now. We are supposed to have one on file for you during your first 8 weeks in our program. This plan is also located under "forms" on the Educational Leadership site. If you are getting a degree and principal certification, check off both at the very top of the form. To get a principal's certificate, you must have a teaching certificate and at least 2 years of experience as the teacher of record in an EC-12 accredited school (or will have the 2 years of experience by the time you complete the courses). In addition, for a principal's certificate, you will need to be able to do an internship in a Texas school. When you are completing the form, just fill out the top of the plan. Do not fill in the courses. We will fill those in as you complete them. Send the plan to marilyn.deuble@unt.edu

If you have advising questions about the Master's in Educational Leadership or the Texas Principal Certification, Contact these people:

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification —
— Marilyn.Deuble@unt.edu
- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification —
Linda.Stromberg@unt.edu, 940-565-3274

Dropping a Class

We hope you do not have to drop a class, but, if you are going to need to do that, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. **Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.**

See these links [dropping a class](#), for the [calendar for summer AOP \(8week2\)](#) classes and [rules for dropping a class or classes](#).

You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at marilyn.deuble@unt.edu

Links to financial aid and scholarships

The application date for the College and Department scholarships is usually March 1 — so it is too late to apply for those for 2017-2018, but keep this information in mind for the future. Check these links for information and contacts.

- [UNT Student Financial Aid and Scholarships](#)
- [College of Education Scholarships](#)
- [Teacher Education and Administration Scholarships](#)

SPOT Evaluation

The *Student Perceptions of Teaching* (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Graduation

You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. You have to apply for graduation whether or not you are going to go through the ceremony.

Tk20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Tk20 Assessment System. This requires a one-time purchase of Tk20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase Tk20: <http://www.coe.unt.edu/tk20>. Announcements regarding Tk20 will also be posted in this course. *Not applicable to this course.*

INSTITUTIONAL POLICIES

Accommodation and Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability

Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14 and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Academic Integrity

Students are encouraged to become familiar with UNT's policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university. The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency

engaged in the selling of term papers or other academic materials. **If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course.** In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Copyright Notice

Some or all of the materials in this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the online classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Important Notice for F-1 Students taking Distance Education Courses: Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through

distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

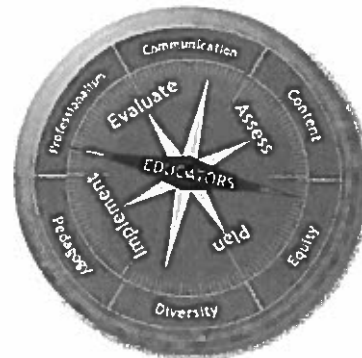
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Teacher Education and Administration

**EDLE 5620: Administration and Leadership
for Student Educational Services**

Monday, August 28 – Friday, October 20



INSTRUCTOR CONTACT INFORMATION

R. Jefferson George, PhD, Instructor

Questions: Use the *Ask Questions Here* discussion forum.

Preferred contact method and private conversations: Use *Messages* on the course menu.

Emergencies: Contact me at Royce.George@unt.edu.

Teaching Assistant — Inna Dolzhenko, M.S. Inna.Dolzhenko@unt.edu

Student Services Coordinator — Marilyn Deuble Marilyn.Deuble@unt.edu

Educational Leadership Program

Core Values and Beliefs

Graduates will have the knowledge, skills and motivation to:

Lead learning organizations

Engage ethically with the community

Advocate for diversity, equity and inclusion

Develop theory to practice solutions

COURSE DESCRIPTION

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.

Course Objectives

You will:

- Develop understanding of the legislative history, funding, educational philosophy, and design of a broad spectrum of programs.
- Investigate leaders' roles in the design and implementation of special programs, i.e. intervention programs such as RtI, special education, Section 504, bilingual, early childhood, career readiness education, No Child Left Behind, alternative education, and gifted and talented.
- Explore attitudes, beliefs, and misconceptions which result in deficit thinking or low expectations with respect to the design and delivery of instructional programs.

REQUIRED TEXTS AND RESOURCES

Pankake, A., & Littleton, M. (2012). *The Administration & Supervision Special Programs in Education*. Dubuque, Iowa: Kendall/Hunt.

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th ed.) Washington, DC: Author.

Peer-reviewed journal articles with topics listed under class session.

Texas Principal Competencies

Our educational leadership program promotes mastery of the nine Texas Principal competencies. These are the competencies identified by our state as essential for school leadership. These competencies are closely aligned with national competencies for educator preparation programs (ISLLC and ELCC).

State Board of Educator Certification (SBEC) Standards for the Principal Certificate:

The following standards are covered in this course:

- Learner-Centered Values and Ethics of Leadership (1, 4, 5)
- Learner-Centered Leadership and Campus Culture (1, 2, 3, 4, 5, 10)
- Learner-Centered Human Resources Leadership & Management (1, 2)
- Learner-Centered Communications and Community Relations (1, 2, 8)
- Learner-Centered Organizational Leadership and Management (2, 3, 6)
- Learner-Centered Curriculum Planning and Development (1, 2, 3)
- Learner-Centered Instructional Leadership and Management (1, 2, 3, 6)

Professional Standards for Educational Leadership

The Professional Standards for Educational Leadership replaced the ISLLC Standards used to guide the field of Educational Leadership. A complete list of the Professional Standards is below—the standards emphasized in this class are marked with an asterisk. For the full and detailed explanation of the Professional Standards, please follow this link: [Professional Standards for Educational Leadership 2015](#).

***Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

***Standard 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

***Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

***Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

***Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

***Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

***Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

***Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

***Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

***Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

National Policy Board for Educational Administration (2015). *Professional Standards For Educational Leaders 2015*. Reston, VA: Author. Retrieved from <http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

HOW TO PROCEED EACH WEEK FOR CLASS ACTIVITIES

Access and login information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. Access the course at <https://learn.unt.edu>. You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

After logging into the course, locate the "UNT Helpdesk" tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the student HelpDesk.

EDLE 5620 is a 100% online course with no on-campus meetings. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin participating in the weekly discussions on Monday morning and no later than Wednesday of each week, and ideally log in no less than every other day, checking for Announcements and Course Messages regarding the course. Complete all assignments no later than 11:59 p.m. on their due dates, which is typically Sunday of each week.

It is expected that you will participate frequently and actively in each collaborative assignment including discussions and partner activities. I will not respond to each individual posting, but instead will help guide the class through comments and questions, as appropriate.

Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. **Please note: Use the MONTH view of the Calendar found on the course menu to see assignments due dates.**

Pay very careful attention to the rubrics for all discussions and written assignments.

Communications

Review this information about the communication tools in the course and how we will use them:

- **Course Message** — Check for messages, both individual or collective, on a daily basis. All announcements for the Program, University, and College are sent to your *EagleConnect* email account. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.
- For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the Discussions forum *Ask Questions Here*. For private questions, use *Course Messages* on the course menu. You can expect a response within 24-hours of sending a message.
- **Announcements** — Please read all Announcements for updated information and changes. You will see them each time you log in, in addition to receiving them in email.
- **Office hours** — You may make an appointment to conference with me via Skype or other method of their choosing.

Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

Scholarly Expectations

All works submitted for credit must be original works created by the student for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

All assignments should be written in scholarly and grammatically correct language. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials. Conversational language within each discussion is permissible, but should also be grammatically correct.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course.

- **Info on using Blackboard Learn**
<http://it.unt.edu/blackboard-learn-information>

- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard's [On Demand Learning Center for Students](#)
- Blackboard Learn Student FAQs
<https://help.blackboard.com/Filter/Student>
- If you're new to online courses or unfamiliar with the learning management tools, log in and locate the [Blackboard Learn Student Orientation](#). Become familiar with the tools and tutorials within the Orientation to better equip yourself for participating in the course.
- See short how-to videos at Blackboard Learn's [On Demand Learning Center for Students](#).
- Minimum Tech Skills Needed
 - Navigating and using basic tools of Blackboard Learn
 - Using email and attaching documents
 - Creating, saving, and submitting files in DOC and PDF formats
 - Copying and pasting

UIT Student Helpdesk

Make a note of this information now in case of a situation where you can't login to the course.

Email: helpdesk@unt.edu
 Phone: 940.565-2324
 Site: [UIT Help desk](#)
[Report an Issue](#)

Support Hours

Monday-Thursday	8am-midnight
Friday	8am-8pm
Saturday	8am-5pm
Sunday	noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Be mindful of the regular weekly maintenance schedule (11 pm Saturdays to 2 am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, [Report an Issue](#) online.

Student academic support services

Links to all of these services can be found on the [Academic Support tab](#) at the top of your course [site](#).

- Learn how to [forward your EagleConnect mail](#) to a personal email address
- Change or update your AMS password (used to log into online courses)
<https://ams.unt.edu/>

UNT Portal

<http://my.unt.edu>

Course Evaluation

Toward the end of the term, you will be asked to complete the UNT SPOT — *Student Perceptions of Teaching* evaluation. The University will email you via your UNT EagleConnect email account with a link to the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing the Course Evaluation.

ASSIGNMENTS

Overview

Connecting research to practice is vital to your success as an educational leader. It is not enough to read about and discuss best practices; we must consider how to implement research based best practices at our respective schools/districts in order to maximize the teaching and learning for all students in general, and special populations in particular. The following assignments are designed to develop such understanding.

Feedback

In accordance with research-based best practices, and what is expected of educators out in the field, I will provide detailed feedback on two major assignments (Wiki Project and Program Narrative and Analysis). Deadlines for feedback on polished drafts are noted in the course schedule below. The idea behind giving feedback is . . . your success is my success. Such practice allows you to master content and it is hoped that you will offer your students feedback to enhance their educational experience and success, as well.

Assignment Descriptions

- 1) Discussions (8 weeks x 5 points = 40 points): Within each week, chapter discussion questions will be posted to be accessed through Discussions, available via the course menu or from a link within each week's folder. Questions will come from the weekly readings. Responses should be relevant to readings from the textbook and the peer-reviewed journal articles, which you will be required to select through [UNT's electronic resource library](#). For help with accessing articles from the electronic library, you may contact the college of education librarian, Jo Monahan, at jo.monahan@unt.edu. You will be required to answer the question(s) for each week and respond to at least one colleague for each question. It is highly recommended that you construct your response on a Word document and then cut and paste into your discussion posting. This will help to eliminate errors in grammar, spelling, and punctuation.

- 2) **Wiki Project (20 points):** In collaboration with a group of 3 or 4, you will create a wiki page on Leadership and Equitable Schooling in the context of one program (Special Education, Bilingual Education, Enrichment/Intervention, or a program of choice with my approval). This will be written from a leadership perspective. Considerations may include, but are not limited to: leadership oversight, access and equity, quality teaching, relationship building, parent involvement, and professional development. For this assignment, you will use the Wiki feature on Blackboard, which offers a number of communication tools for you and your group to collaborate on this assignment.

- 3) **Program Narrative and Analysis (40 points):** You will compile data relevant to the design and implementation of one special program in a district and/or school. Using APA guidelines (6th edition), present a narrative of the program to include: history, budget, student population, staffing, curriculum and instruction, coordination, monitoring, and evaluation at the school and district level. The data you compile on the special program should be compared to practices identified as most promising in the class readings, and five additional readings that you will access through [UNT's electronic resources](#). These readings must be peer-reviewed journal articles. As a whole, this assignment will provide tools for how an educational leader creates the best conditions for students who are educationally underserved due to race/ethnicity, gender, class, language differences, ableness, faith, and sexual orientation. Estimated length of paper is 5-7 pages with the end goal of capturing the essence of the content in the most succinct way.

Course Activity Point Values

	Points Each	Total Points
Weeks 1-8 Discussions	5	40
Wiki Project	20	20
Program Narrative and Analysis	40	40
Total		100

Grades

Total Points	Letter Grade
90-100%	A
80-90%	B
70-80%	C
Below 70%	F

Below 70% is unacceptable for a passing course grade.

(Only one C is allowed in the program and a 3.0 GPA must be maintained)

COURSE SCHEDULE

Note: Each weekly agenda begins at 12:01 a.m. Monday and concludes midnight Sunday, except Week 8, where Thursday, October 19 is the last day of class and Friday October 20 is the final exam date.

Initial answers to discussion questions are due no later than **Wednesday midnight**.

Week	Reading	Assignments
1	Read Chapters 1 and 2 about the legislative history and current issues regarding Special Education and Section 504 of the Rehabilitation Act of 1973. Access UNT's library electronic sources , choose and read relevant peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Introduce yourself; answer discussion questions for Week 1; begin Wiki Project; begin Program Narrative and Analysis
2	Read Chapters 3 and 4 and handout about Title 1, No Child Left Behind, Every Student Succeeds Act, and Ensuring Success for Migrant Students. Do some fact-finding on the ESSA (the latest reauthorization) and how it differs from No Child Left Behind (NCLB). Continue to access UNT's library electronic resources , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Answer discussion questions for Week 2; Continue work on Wiki project and Program Narrative and Analysis
3	Read Chapters 5 and 6 about Academic Preparation, Enhancement, and Intervention Programs as well as Career Readiness Education. Continue to access UNT's library electronic resources , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Answer discussion questions; continue work on Wiki Project and Program Narrative and Analysis. Submit polished drafts of Wiki Projects by Friday noon for feedback.

Week	Reading	Assignments
4	Read Chapters 7 and 8 about Achieving Equity through Enrichment: Bilingual Education and Early Childhood/Early Childhood Special Education. Continue to access <u>UNT's library electronic resources</u> , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Answer discussion questions; continue to work on Wiki Project and Program Narrative and Analysis. Finalize and submit Wiki Project by Sunday midnight.
5	Read Chapters 9 and 10 about Programs for Gifted and Talented Students and Counseling. Continue to access <u>UNT's library electronic resources</u> , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Answer discussion questions Week 5; continue to work on Program Narrative and Analysis.
6	Read Chapters 11 and 15 about Alternative Education Programs and Response to Intervention. Continue to access <u>UNT's library electronic resources</u> , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.	Answer discussion questions for Week 6; continue to work on Program Narrative and Analysis. Feedback will be given on polished drafts of Program Narrative and Analysis if submitted by Friday noon of week 7.
7	Read Chapters 12 and 13 about Teacher Leaders and Accessing Central Office Resources	Answer discussion questions for Week 7; continue work on Program Narrative and Analysis. Turn in polished draft of Program Narrative and Analysis by Friday noon for feedback.
8	Read Chapter 14 on Student Activities	Answer discussion question for Week 8; complete and submit Program Narrative and Analysis Paper. Provide your reflection on the course in Discussion #9.

Although unlikely, the syllabus may be modified to meet the emerging needs of the class.

RUBRICS

Discussion Rubric

Criteria	Unsatisfactory	Satisfactory	Exemplary
Demonstrates knowledge, understanding, and relevance of content to the profession. Enhances classmates' knowledge and understanding in a thoughtful and relevant manner. (3 points)	Posts and responses show little evidence of knowledge, understanding, or relevance of content. Posts don't attempt to encourage responses and reflections from classmates, or responses don't take the discussions deeper.	Posts and responses show evidence of knowledge, understanding, and relevance of content. Posts attempt to elicit responses and reflections from other learners, and responses build upon the ideas of other learners to take the discussion deeper.	Posts and responses show evidence of knowledge, understanding, and relevance of content, and include additional information to enhance learning. Posts elicit responses and reflections from other learners, and responses build upon and integrate multiple views from other learners to take the discussion deeper.
Posts at desired intervals and in appropriate quantities (2 points)	Does not submit at least one post early in the week and/or does not submit at least two responses to classmates on different days during the week.	Submits at least one post early in the week and submits at least two responses to classmates on different days during the week.	Submits two or more thoughtful posts early in the week and more than two responses to classmates on different days throughout the week.

Wiki Project Rubric

Small groups will create a Wiki to foster collaborative investigation on the role of educational leaders in fostering equity and access for special populations. Collectively, you will choose a selected topic (Special Education, Bilingual Education, Enrichment/Intervention, or a topic of choice approved by instructor).

Criteria	Unsatisfactory	Satisfactory	Exemplary
CONTENT (5 points)	Does not provide any original ideas and lacks objectivity. Provides little to no understanding of topic and fails to explain ideas clearly. Lacks supporting evidence.	Provides original ideas with a minimum of personal bias. It provides moderate amount of insight and understanding. Explains most ideas clearly and concisely with supporting evidence.	Provides a fresh and balanced perspective on the topic. It is comprehensive, reflective, and explains ideas clearly. Presents information in an appealing and appropriate manner for the intended audience.
ORGANIZATION/ TEXT LAYOUT (5 points)	Fails to provide consistent organizational structure. Makes no use of headings, fonts, bullet points, and white space to enhance visual appeal and readability.	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents. Makes occasional use of headings, fonts, bullet points, white space to enhance visual appeal.	Uses a consistent organizational structure that includes grouping related information, defined specialized vocabulary and/or provides a table of contents. Makes frequent and effective use of headings, fonts, bullet points, and white space to enhance content for appeal and increased readability.
GRAPHICS AND MULTIMEDIA, CITATION, AND WRITING MECHANICS (5 points)	Does not include any links, or links selected are of poor quality. Connects to outdated sources or uses low quality graphics which do not enhance content. Numerous errors in grammar, spelling, which are distracting and require major revisions. Does not cite any sources.	Includes links to websites or documents, but not all links enhance the information presented. Selects graphics or multimedia which are mostly quality and enhance and clarify content. Most sources are cited accurately and support the credibility and authority of information. Edits text with minor editing required.	Includes links to websites or documents that enhance the information presented. Selects high quality graphics and multimedia to enhance content. Acknowledges all image and multimedia with captions or annotations. Accurately cites all sources of information using APA style. Edits text with no errors in grammar, punctuation, and spelling.

GROUP COLLABORATION (5 points)	Provides no assistance to group members in researching, writing, and editing, and does not follow through with tasks. Does not meet goals and deadlines. Exhibits no knowledge of wiki etiquette, failing to respect work of others.	Assists group members with most of the research, writing, and editing. Usually meets goals and deadlines. Exhibits appropriate wiki etiquette most of the time, respecting the work of colleagues. Edits the text with only minor additional editing required.	Contributes equally with other group members in researching, writing, and editing. Meets all goals and deadlines. Exhibits appropriate wiki etiquette and respects work of others. Edits the text with no errors in grammar, punctuation, and spelling.
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Special Program Narrative and Analysis Rubric

Section/Points	Requirements
Format and Grammar (5 points)	Paper follows guidelines established in the APA Style Manual (6 th ed.) All required sections are included and paper is free of grammar, punctuation, and spelling errors.
Content (30 points)	<p>District Content: Brief background of district/school, community, mission, and vision</p> <p>Special Program Content: history, budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the district level and any data that can be gathered about the population through <u>Texas' data system</u>.</p> <p>Delineate areas of strengths and challenges for a special program within the context of course readings and peer-reviewed journal articles.</p> <p>When analyzing and/or evaluating the program, claims must not include any subjectivity. All statements made about the program should be objective, and substantiated by evidence. Analysis should be based on research gleaned from the text and/or peer-reviewed journal articles.</p>
References (5 points)	<p>Provide research citations for key elements of evidence and facts which support issues. Articulate relevance of peer-reviewed journal article with respect to the special program as opposed to simply summarizing results of the literature.</p> <p>Note: You must select at least five peer-reviewed journal articles that relate to the special program.</p>

COURSE POLICIES

Assignment Policy

Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word format and submitted by using the "Submit" button at the end of each assignment.

Late Work

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor when late submissions are anticipated.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and professor.

Incompletes

If a student wishes to request a grade of "incomplete," the student must:

- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor's address above.
- Discuss the request with the instructor immediately by phone or email.

No requests will be considered later than one week prior to the final exam, unless a serious interruptive event occurs within that time period. It is within the instructor's sole discretion to grant such a request. Please see the "grading system" section of the current UNT undergraduate or graduate catalog for details. Students who receive an "incomplete" must complete the course not later than one calendar year thereafter to avoid automatically receiving a failing grade.

Copyright Notice

Some or all of the materials on this course website may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner,

unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

Attendance Policy

Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive credit. *Information about the University of Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>*

Administrative Withdrawal

Students may add this course or withdraw in accordance with the University's policy currently in effect.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Principal Competencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value active, meaningful, and continuous learning.

Key Elements of the Conceptual Framework

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making curriculum meaningful.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in

advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Educational Leadership Program

This course is part of the Educational Leadership program. To learn more about the requirements of our program, both the Master's Degree and Principal Certification, read the information here, and you can also access more information about our program and support service for students through links on this page. In addition, you can find information on our [program webpage](#), the Blackboard login page, the tabs at the top of the pages in this course, the Start here section of this course, the syllabus, the tab for *Advising* on the course menu, and by contacting your advisors: <mailto:linda.stromberg@unt.edu> and <mailto:marilyn.deuble@unt.edu>.

On this [Educational Leadership](#) site, some of the information is for potential students, but you can access the schedule of courses, forms you need, and other information. If you go to the section for *Courses* and scroll down, you can see when we offer various courses.

You will receive communication through the course, but each UNT student has access to EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the Eagle connect e-mail system.

Degree and/or Certification Plans

If you have not already completed a [Masters Degree and/or Cert Plan](#), please complete one now. We are supposed to have one on file for you during your first 8 weeks in our program. This plan is also located under "forms" on the Educational Leadership site. If you are getting a degree and principal certification, check off both at the very top of the form. To get a principal's certificate, you must have a teaching certificate and at least 2 years of experience as the teacher of record in an EC-12 accredited school (or will have the 2 years of experience by the time you complete the courses). In addition, for a principal's certificate, you will need to be able to do an internship in a Texas school. When you are completing the form, just fill out the top of the plan. Do not fill in the courses. We will fill those in as you complete them. Send the plan to marilyn.deuble@unt.edu

If you have advising questions about the Master's in Educational Leadership or the Texas Principal Certification, Contact these people:

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification — Marilyn.Deuble@unt.edu
- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification — Linda.Stromberg@unt.edu, 940-565-3274

Dropping a Class

We hope you do not have to drop a class, but, if you are going to need to do that, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. **Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.**

See these links [dropping a class](#), for the [calendar for summer AOP \(8week2\) classes](#) and [rules for dropping a class or classes](#).

You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at marilyn.deuble@unt.edu

Links to financial aid and scholarships

The application date for the College and Department scholarships is usually March 1 — so it is too late to apply for those for 2017-2018, but keep this information in mind for the future. Check these links for information and contacts.

- [UNT Student Financial Aid and Scholarships](#)
- [College of Education Scholarships](#)
- [Teacher Education and Administration Scholarships](#)

SPOT Evaluation

The *Student Perceptions of Teaching* (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Graduation

You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. **You have to apply for graduation whether or not you are going to go through the ceremony.**

Tk20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Tk20 Assessment System. This requires a one-time purchase of Tk20, and student subscriptions are effective for seven years from the date of purchase.

Please go to the following link for directions on how to purchase Tk20:

<http://www.coe.unt.edu/tk20>. Announcements regarding Tk20 will also be posted in this course. ***Not applicable to this course.***

UNT AND DEPARTMENT POLICIES

Student Conduct and Discipline

Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidences involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>

ADA Policy

If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made provided that timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. Information on the services provided

by the ODA as well as application procedures is available at

<http://www.unt.edu/oda/index.html>

Information on UNT's policies related to disability accommodations is available at

<http://policy.unt.edu/policy/18-1-14>

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Important Notice for F-1 Students taking Distance Education Courses: Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

RESOURCES

APA Style Guide (6th edition): <http://www.apastyle.org/>

Texas Association of School Administrators (TASA): <http://www.tasanet.org/>

Texas Education Agency (TEA): <http://www.tea.state.tx.us/>

University of North Texas Library (peer-reviewed journal articles): <http://www.library.unt.edu/>

District and School Report Cards: Academic Excellence Indicator System (AEIS) Report
<http://ritter.tea.state.tx.us/perfreport/account/>

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- Noguera, P. (2010, June 14). A new vision for school reform. *The Nation*. Retrieved on March 20, 2013 from <http://thenation.com/article/156807/reframing-education-debate>
- Office of Civil Rights: Frequently asked questions about Section 504 and the education of children with disabilities <http://nichcy.org/frequently-asked-questions-about-section-504-and-the-education-of-children-with-disabilities>
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Goals and Objectives. Retrieved on March 30, 2013 from
<http://www.texasprojectfirst.org/WritingGoalsObjectives.html>

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UNIVERSITY OF NORTH TEXAS
EDLE 5390 Campus-Level School Law
Summer 2017

PROFESSOR CONTACT INFORMATION

Dr. Bill Camp

Phone: 940-300-4034

Email: bill.camp@unt.edu

Preferred contact method:

Assignment clarification questions: *Q/A Discussion Forum* from the course men

Private conversations with instructor: *Messages* from the course menu

EDUCATIONAL LEADERSHIP PROGRAM

Core Values and Beliefs: Graduates will have the knowledge, skills and motivation to accomplish the following:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity and inclusion Develop theory to practice solutions

COURSE INFORMATION

EDLE 5390: Campus-Level School Law

Summer 2017 8W2

Fully Online Course – AOP Program

TEACHING PHILOSOPHY

This course requires a strong commitment to reading the material prior to participation in discussions, activities, and group projects. It is important to begin each reading assignment as early as possible during each weekly module. You will need to participate frequently and actively in the discussion of each module. The professor will not respond to each individual discussion post or response, rather, the instructor will help guide your learning through comments and questions to you individually or to the group.

REQUIRED TEXTS

Walsh, J., Kemerer, F. & Maniotis, L. (2014). *The Educator's Guide to Texas School Law*, 8th Edition. Austin: University of Texas Press.

American Psychological Association, (2009). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: Author.

COURSE DESCRIPTION

This course provides an introduction to important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which education takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building-level leaders, with the goal of helping them recognize potential legal problems arising in the school and the need to take appropriate action or seek legal advice.

- This course is completely online, with no face-to-face classroom meetings.
- Most class sessions will be devoted to discussing assigned readings.
- PowerPoint presentations will summarize the material and examine new developments.
- Law Review and Notes will provide additional guidance in reviewing the material and will provide weekly assignments that students will complete.
- References to outside readings will highlight current issues presented by experts in the field.
- Individual presentations by lawyers and administrators will be featured each week.

COURSE LEARNING OBJECTIVES

After completing this course, you will be able to:

1. Understand the federal and state legal structure within which schools operate.
2. Identify key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.
3. Define and describe the key court rulings that establish school law parameters at the campus level.
4. Analyze how board policies and administrative regulations/directives translate the law into on-the-job requirements.
5. Acquire on-line resources to remain current in changes in the law.
6. Develop a basic legal terminology to decipher materials and participate in law-related discussions.

TEXAS PRINCIPAL COMPETENCIES

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs. See a link to these standards in the course menu.

Texas Principal Certification Competencies

To achieve Texas Principal Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. In the future, this test will be aligned with the Principal standards mentioned above. However, at this time, the examination is based on the nine Texas Principal Competencies that have been used in Texas for many years. The new standards and the competencies overlap in many ways. In our Educational Leadership Program, we seek to prepare you for success with all of the Standards and all nine of the Competencies. This course, Instructional Leadership, focuses mostly on Competency 5 and parts of Competency 1. Each of the competencies has sub-elements. This course does not address all of the sub-elements of these Competencies; The ones that provide the Learning Outcomes of the Course are listed below. The list of competencies and sub-elements below provide the main **Learning Outcomes** of the course.

Texas Principal Competency 1

The principal knows how to shape campus culture by facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1 Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.5 Use various types of information to develop a campus vision and create a plan for implementing the vision.

Texas Principal Competency 5

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and professional growth.

The principal knows how to:

- 5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2 Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3 Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4 Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- 5.5 Uses formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6 Facilitate the use and integration of technology to enhance learning.
- 5.7 Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, and student discipline to ensure a campus environment conducive to teaching and learning.

This course also addresses parts of other competencies. You can find a list of all nine Texas Principal Competencies (TPC) by going to this link and looking at the domains and competencies on pages 6-12. http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

This course also addresses standards of national accrediting agencies for Educational Leadership programs. See link to these standards on the course menu.

Professional Standards for Educational Leaders 2015. Adopted by the National Policy Board for Educational Administration (NPBEA) December, 2015

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

Our Educational Leadership program promotes mastery of the ten Educational Leadership Policy Standards. The above link will provide access to the full listing of the 10 Professional Standards for Educational Leaders (2015). In this course, we will consider the Professional Standards listed below from Standard(s) 1, 5, 7 and 9.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

COURSE ASSESSMENT AND GRADING

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 59% or below

Assessment	%		Points
Weekly Question Assignments	40 %	5 assignments at 80 pts each	400
Group Project	15 %		150
Team-Led Discussions	15 %		150
Final	30 %		300
	100%	TOTAL	1000

COURSE REQUIREMENTS

Reading assignments: You are expected to read all assigned readings every week.

We'll look at constitutional issues, as well as state law concerns, and observe how school board policy addresses these factors.

- You may feel uncomfortable at first when reading the chapters. This concern arises because you are also learning a new vocabulary. Typically, you'll begin feeling comfortable with the subject matter by the third week.
- Read and reread chapters and articles. You will find that the additional reading helps identify material you missed the first time.
- The assignments will be varied and directed to help you understand the material and apply it to real situations.
- You'll engage in research and apply it to case studies, working with various members of the class. Remember, leadership is a team role and one that you will have support and success at achieving.

Class participation: The format of this class requires active and consistent participation. You will be graded on the level of your participation and on your contributions to class discussions.

Final exam: There will be a final exam during the last week of this course.

TEAM-LED DISCUSSIONS RUBRIC

DEPTH OF DISCUSSION OF IDENTIFIED TOPIC (75 POINTS)				
CRITERIA	EXEMPLARY	COMPETENT	NOVICE	DID NOT PARTICIPATE
The student will demonstrate knowledge and understanding of the related statutes and regulations impacting the issue in the team-led discussion.	18-20 Points Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the related statutes; and included additional information to enhance learning.	13-18 Points Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership of the related statutes and regulations in the team-led discussion.	0-13 Points Posts and responses showed little evidence of knowledge, understanding or application to educational leadership of the related statutes and regulations in the team-led discussion.	0 Points Did not participate
The student will identify and discuss current news articles and/or journal articles related to the issue in the team-led discussion.	18-20 Points Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the related news articles and included additional information to enhance learning.	13-18 Points Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership of the related news articles in the team-led discussion.	0-13 Points Posts and responses showed little evidence of knowledge, understanding or application to educational leadership of the news articles in the team-led discussion.	0 Points Did not participate
The student will identify and discuss the leading legal cases related to the issue in the team-led discussion.	18-20 Points Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the leading legal issue in the team-led discussion; and included additional information to enhance learning.	13-18 Points Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership and to the leading legal issue in the team-led discussion.	0-13 Points Posts and responses showed little evidence of knowledge, understanding or application to educational leadership or to the leading legal issue in the team-led discussion.	0 Points Did not participate
The student will identify and discuss recent legal cases related to the issue in the team-led discussion.	13-15 Points Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of recent legal cases in the team-led discussion and included additional information to enhance learning.	10-12 Points Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership and to recent legal cases related to the team-led discussion.	0-9 Points Posts and responses showed little evidence of knowledge, understanding or application to educational leadership or to recent legal cases related to the team-led discussion.	0 Points Did not participate
Total Points Earned	67-75 Points	49-66 Points	0-48 Points	0 Points

TEAM DYNAMICS IN PRESENTING THE ISSUES POSTING AND RESPONDING TO OTHER ISSUES (75 POINTS)				
CRITERIA	EXEMPLARY	COMPETENT	NOVICE	DID NOT PARTICIPATE
The student will participate as an active member in the team-led discussion presentation.	18-20 Points Posts demonstrate participation as an active member in the team-led discussion presentation for their chosen group.	13-18 Points Posts show participation in the team-led discussion for their chosen group.	0-13 Points Posts show some participation in the team-led discussion.	0 Points Did not participate
The student enhances their classmates' knowledge and understanding of the issue by their responses to other team-led discussions.	18-20 Points Posts elicited responses and reflections from other learners, and responses built upon and integrated multiple views from other learners to take the discussion deeper. Posts were done early enough in the discussion to give classmates ample opportunities to respond.	13-18 Points Posts attempted to elicit responses and reflections from other learners, and responses built upon the ideas of other learners to take the discussion deeper. Posts were done early enough in the discussion to give classmates opportunities to respond.	0-13 Points Posts did not attempt to encourage responses and reflections from classmates, or responses did not take the discussions deeper. Posts were done so late in the discussion that classmates had few opportunities to respond.	0 Points Did not participate
The student will demonstrate knowledge and understanding of proper grammar, punctuation and sentence structure in discussion posts and responses.	18-20 Points Content is written clearly and concisely with a logical progression of ideas and supporting information using proper grammar, spelling and sentence structure in discussion posts and responses. Language usage enhances understanding.	13-18 Points Content is written with a logical progression of ideas and supporting information, responses and posts demonstrate knowledge and understanding of content.	0-13 Points Content is vague in conveying a point of view and some information does not appear to fit the team-led discussion issue. Proper grammar, punctuation and sentence structure are not used.	0 Points Did not participate
Number of Posts done at required intervals within the time frame of the team-led discussion	13-15 Points Submitted thoughtful posts by Wednesday, responded to all of the team-led threads, and responded to classmates on different days during the discussion time period. Responses led to a deeper conversation of the issues presented.	10-12 Points Submitted a thoughtful post by Wednesday, responded to all of the team-led threads, and responded to classmates on different days during the discussion time period.	0-9 Points Did not submit at least one post by Wednesday and/or did not respond to all of the team-led threads and/or did not respond to classmates on different days during the discussion time period.	0 Points Did not participate
Total Points Earned	67-75 Points	49-66 Points	0-48 Points	0 Points

COURSE SCHEDULE

The course officially begins on Monday of Week 1 and concludes on Friday of Week 8. There are eight weeks in the course. You will find the items for each week (readings, assignments, discussions, etc.) in the course menu on the left side of the course menu.

Due dates for assignments are normally on Sunday night. Initial discussion postings are due by Wednesday night and conversations end by Sunday night of each week.

Listed below are the areas of focus for each week. The item details will appear within each of the Weekly Assignments from the course menu.

Wk	Topics	Readings	Discussions	Assignments
1	Introduction Federal and State Roles	Chap. 1 – <i>Educator's Guide</i> Schimmel & Militello (2007)	Get Acquainted (video intros) Team-led discussions	In Progress Week 1 Reading Assignment Submit Introduction video
2	Religion	Chap. 7 – <i>Educator's Guide</i> Backus (2010) Mawdsley & Russo (2001) Thompson (2012) McCarthy (2013) Week 2 Notes	Team-led discussions	In Progress Week 2 Reading Assignment Group Project Team-led Discussion Organization Submit Week 1 Reading Assignment
3	Discrimination Attendance Instructional Issues	Chap. 2 – <i>Educator's Guide</i> Gooden (2004) Dayton & Dupre (2005) Lungwitz (2012) Week 3 Notes and PPT	Team-led discussions	In Progress Week 3 Reading Assignment Group Project Team-led Discussion Submit Week 2 Reading Assignment

Wk	Topics	Readings	Discussions	Assignments
4	Student Rights	Chap. 6 – <i>Educator's Guide</i> Daniel & McCormick (2009) Russo et al (2011) Torres & Stefkovich (2009) Turner (2012) Schimmel (2013) Week 4 Notes and PPT	Team-led discussions	In Progress Week 4 Reading Assignment Group Project Team-led Discussion Submit Week 3 Reading Assignment
5	Students with Disabilities	Chap. 3 – <i>Educator's Guide</i> Crockett (2013) deBettencourt (2002) Paige (2013) Watson (2009) Week 5 Notes and PPT	Team-led discussions	In Progress Week 5 Reading Assignment Group Project Team-led Discussion Submit Week 4 Reading Assignment
6	Defamation Student Records Liability	Chap. 9 & 10 – <i>Educator's Guide</i> Eichelbaum (no date) Gilbert (2009) Mulhall (2014) Week 6 Notes and PPT	Team-led discussions	In Progress Week 6 Reading Assignment Group Project Final Team-led Discussion Submit Week 5 Reading Assignment
7	Teacher Rights	Chapters 4,5,6 – <i>Educator's Guide</i> Bathon & Brady (2010) Frels (2013) Kallio & Geisel (2011) Green (2011) Sharp (2013)		Submit Group Project
8	Final			Submit Final exam

COURSE EVALUATION

Toward the end of the semester, you will receive a link in your UNT EagleConnect email for the course evaluation. You can also complete the survey at <https://my.unt.edu> by logging in and selecting SPOT.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the undergraduate level.

TECHNICAL REQUIREMENTS AND ASSISTANCE

Knowledge of personal computer operation is prerequisite to registering for and successfully completing this online course. Blackboard Learn is fully supported for both Windows, iOS, and Android.

The following information has been provided to assist you in preparation for the technological aspect of the course.

Hardware and software necessary to use Bb Learn

<http://www.unt.edu/helpdesk/bblearn/>

Browser requirements

<http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>

Computer and Internet Literacy

http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Technical Information and Support Services

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn
<http://it.unt.edu/blackboard-learn-information>
- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard's [On Demand Learning Center for Students](#)
- Computer configuration for Blackboard Learn
<http://bit.ly/1n257Qn>
- Blackboard Learn Student Videos
<http://bit.ly/1n25daS>

Student Support

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email	helpdesk@unt.edu
Phone	940.565-2324
Hours	Monday-Thursday 8am-midnight
	Friday 8am-8pm
	Saturday 9am-5p
	Sunday 8am-midnight

Access and Login Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

You have access to these resources:

- Locate the "UNT Helpdesk" tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- If you're new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.
- See short how-to videos at Blackboard Learn's On Demand Learning Center for Students.

Student Academic Support Services

Links to all of these services can be found on the Academic Support tab at the top of your course site.

- **Academic Resource Center**
Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- **Center for Student Rights and Responsibilities**
Provides Code of Student Conduct along with other useful links.
- **Office of Disability Accommodation**
ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- **Counseling and Testing Services**
- CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.
- **UNT Libraries**
Online library services.
- **Online Tutoring**
Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor's help.
- **The Learning Center Support Programs** Various program links provided to enhance the student experience.
- **Supplemental Instruction**
Program for every student, not just for students who are struggling.
- **UNT Writing Lab**
Offers free writing tutoring to all UNT students, undergraduate and graduate.
- **Math Tutor Lab**
Located in GAB, room 440.

How Students Should Proceed Each Week for Class Activities

Read the Start Here section from the course menu, then continue on to Week 1. All assignments, resources, and links to other areas and sites are contained within each week's folder, each of which are linked from the course menu. Students should access Blackboard *daily* for announcements and assignments required for the course.

COMMUNICATIONS

Information about the communication tools in the course and how they will be used:

- For all course-related questions, please read this syllabus carefully before seeking assistance.
- For assignment clarification questions, see the *Q/A Forum* Discussions from the course menu.
- Use the *Course Messages* feature from the course menu for all private electronic communications with your professor. If for some reason you are unable to use Course Messages, you may contact your instructor via the UNT email system.

You can expect a response from your instructor within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.

Announcements

Please check the course Announcements on the opening page each day for updated information and changes.

Collaborative Discussions

See Discussions from the course menu to check the appropriate weekly forum for assigned postings, to review the postings of classmates, and to make postings of your own.

Please extend the receiver of your message the same courtesy you would expect when communicating. Please read and consider the content of the message before responding.

POLICIES

Student Conduct and Discipline

Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. **If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course.** In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Eagle Connect

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.

Copyright Notice

Some or all of the materials on this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the [UNT Copyright Resources](#) for details.

Disabilities Accommodation

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education and Administration.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14 and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Documents are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

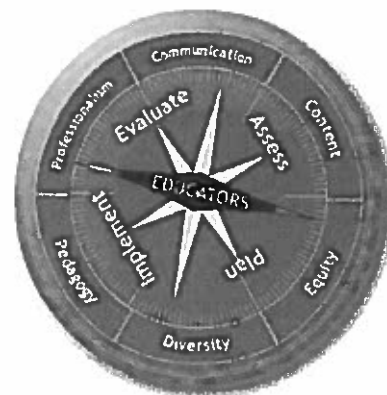
- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.



EDLE 5400 Management of School Resources Spring 2017 8w2

SYLLABUS



Spring 2017 (8W2), Monday, March 20, 2017 to Thursday, May 11

INSTRUCTOR CONTACT INFORMATION

R. Jefferson George, PhD, Instructor

Questions: Use the *Ask Questions Here* discussion forum.

Preferred contact method and private conversations: Use *Messages* on the course menu.

Emergencies: Contact me at Royce.George@unt.edu.

MATERIALS – TEXT, READINGS, SUPPLEMENTARY READINGS

Brimley, V., Verstegen, D., & Garfield, R. (2015). *Financing education in a climate of change* (12th ed.). Boston: Pearson.

COURSE DESCRIPTION

This course is intended to be an introductory level course in the planning and management of school resources with particular applications to the State of Texas. The course is designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial, and capital resources at the site level.

COURSE LEARNING OBJECTIVES

After completing this course, you will develop and be able to apply your knowledge and skills to these topics:

- The status of the public schools in regard to general data concerning school finance
- How schools are financed and theoretical models that might be used
- Coding practices in the public schools, budgeting models, budget decision making, and economizing in the schools
- Public school budgetary processes and accounting procedures with emphasis on Texas, and acquainting with the advantages and disadvantages of various purchasing procedures
- Financing of building projects and capital projects in the public schools, and the execution of school building projects
- The processes concerning school building maintenance and custodial management and contracted services
- A framework for establishing an inventory system for books and capital items at the school site
- Establishing education policy in the party platforms of the two major political parties
- Proving a framework for planning school personnel needs including attendance projections and hiring processes including recruitment, interviewing, induction, orientation, and retention of teachers

COURSE ASSESSMENT SCALE

A = 90 - 100%	B = 80 - 89%	C = 70 - 79%	F = 69% or below
450-500 points	400-449 points	350-399 points	349 points or less

Weekly Online Discussions (5 points each week)	40 points
Cash Management Assignment	50 points
Issue Summary 1	50 points
Issue Summary 2	50 points
Texas School Finance 101 Assignment	50 points
Budget-Cutting Presentation	60 points
Budget Simulation Project (Group Tk20 Project)	100 points
Comprehensive Final	100 points
Total Possible Points	500 points

INSTRUCTIONAL METHODS

This is an online course with access to your instructor via Blackboard Learn, email, video conferencing, and office hours. Course materials include readings, individual and group assignments, the Tk20 assignment, and exams, all accessed online from within the course.

COURSE REQUIREMENTS

Below is the list of assignments due each week. Some of these assignments are time consuming, and you will need to start on them earlier than the week they are due. Weeks begin on Mondays, and assignments are due at the end of the week, on Sundays by 11:30 pm. Course assignments will be posted within the course. It becomes the repository for all course assignments, materials, grades, and interactions.

More details on assignments can be found using the *Assignment* link available on the course menu on the left column of your course browser window.

1. Required Readings

Each week, you are expected to thoroughly read the required readings and interact with classmates in discussing the content in the classroom, the course *Discussion* area.

2. Cash Management Report

You will investigate the cash management process at your school site; along with a structured bank of questions about cash management, and write a report with examples of how this process works.

3. Issue Summaries 1 and 2

You will prepare two research papers based on a library search of topics to be provided in the online class. Use at least **five** current **journal articles** or comprehensive reference materials to develop each topic and submit a bibliography using **APA Style** format.

4. Budget Cutting Presentation

You will prepare a PowerPoint presentation on at least ten budget cutting measures that will minimize the elimination of student programs. Project the cost savings of your ideas and present your budget cutting measures to the class online.

5. Major Group Project: Budget Simulation

Participate with a group to construct a simulated school budget for presentation to a School Board and our class (Tk20 Assignment).

6. A Comprehensive Final Exam

A final exam will be available during Week 8 of the course and will be due on the last day of class, 5 pm Thursday, May 11. The exam will consist of true/false, multiple choice, short answer, and scenario style questions. For this exam, you may use any resource provided in this course, including notes, articles, electronic resources, and PowerPoints. ***This is an individual assignment. Please do not collaborate with others on the exam.***

Performance Assessment

- Performance on major tests (final)
- Major group project
- Participation in classroom discussions
- Various individual and group assignments

It is important that you communicate with me if you have an emergency that keeps you from participating in class discussions, assignments, and projects. Also, you are encouraged to study with other class members.

Tk20 Subscription

This course requires a major group assignment that will be uploaded and graded in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assessments must be uploaded into the Tk20 system for instructors to assess.

If you haven't already purchased Tk20, please go to the following link for directions on how to purchase it. Announcements regarding training on use of the TK20 system will also be posted on this website.
<http://www.coe.unt.edu/tk20>

Course Evaluation: SPOT

The course evaluation, *The Student Perceptions of Teaching (SPOT)*, is a requirement for all organized classes at UNT. This brief survey will be emailed to you and made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from you and your classmates, as I work to continually improve my teaching and online effectiveness. I consider the course evaluation to be an important part of your participation in this class.

COMMUNICATIONS

Information about the communication tools in the course and how they will be used include the following:

Questions and Concerns

1. For all course-related questions, please read this syllabus carefully before seeking assistance.
2. Please use the *Ask Questions Here* discussion forum in *Discussions* (via the course menu) to ask all assignment-clarification questions or for other issues about the course.
3. For private concerns, use the *Messages* link from the course menu.
4. For time-sensitive issues, email me.
5. If your concern is urgent, please call and speak by phone or leave a message.

You can expect a response from me within 24-hours.

Announcements

I'll post frequent announcements of news, updates, reminders, and feedback throughout the course. Each time you login, you'll enter at the *Announcements* section, where you'll see the latest announcement at the top. Take the time at each login to look for and read these important updates. I'll also set announcements to automatically email your EagleConnect email address. Learn how to [forward your EagleConnect](#) mail to a personal email address.

STUDENT TECHNICAL SUPPORT AND SERVICES

The University of North Texas provides student technical support in the use of Blackboard Learn and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
Site: [UIT Helpdesk](#)
[Report an Issue](#)

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5pm
- Sunday noon-midnight

Student Support Services

After logging into Blackboard Learn course, locate the “*UNT Helpdesk*” tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

- If you're new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. We recommend you become familiar with the tools and instructions within the Orientation to better equip you for participating in the course.
- See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.
- UNT Portal: <http://my.unt.edu>
- UNT Library Information for Off-Campus Users:
<http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users>
- UNT Computing and Information Technology Center:
<http://citc.unt.edu/services-solutions/students>
- Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

Advice to Students Taking Online Exams

- Be mindful of the regular weekly maintenance schedule (11pm Saturdays -2am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Contact the UIT Helpdesk at 940-565-2324 for assistance should you encounter technical problems affecting your ability to access or complete a test.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification. When unavailable, Report an Issue online.

Student Academic Support Services

Links to all of these services can be found on the Academic Support tab at the top of your course site.

- **Academic Resource Center**
Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- **Center for Student Rights and Responsibilities**
Provides Code of Student Conduct along with other useful links.

- **Office of Disability Accommodation**
ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- **Counseling and Testing Services**
CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.
- **UNT Libraries**
Online library services.
- **Online Tutoring**
Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor's help.
- **The Learning Center Support Programs**
Various program links provided to enhance the student experience.
- **Supplemental Instruction**
Program for every student, not just for students who are struggling.
- **UNT Writing Lab**
Offers free writing tutoring to all UNT students, undergraduate and graduate.
- **Math Tutor Lab**
Located in GAB, room 440.
- **Succeed at UNT**
How to be a successful student information.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

COURSE AND UNIVERSITY POLICIES

Assignment Policy

Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word format and submitted by using the "Submit" button at the end of each assignment.

Late Work

Late work will not be accepted without written documentation that justifies the delayed submission. Acceptance of and credit for is determined consistent with UNT policies and at the instructor's discretion where permitted.

Class Participation

Students are required to login regularly to the online class site and participate in all class activities as assigned. Please contact your instructor and make arrangements for missed classes or circumstances that require special arrangements.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. *[Additional sample statements can be located at: <http://copyright.unt.edu/content/sample-copyright-notices>]* Additional copyright information may be located at <https://copyright.unt.edu/>

TEXES Test Preparation

The UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Educational Leadership Program, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

"Ready to Test" Criteria for Principal Certification Candidates

You will be cleared to take the TEXES Principal Exam when you are enrolled in the internship.

Writing Policy

Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleagues or staff. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular

assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lwc.unt.edu/labs/unt-writing-lab-home>.

Student Conduct and Discipline

See the Student Handbook. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Graduate Online Course Attendance Policy

Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive credit. *Information about the University of North Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>*

Administrative Withdrawal

Students may add this course or withdraw in accordance with the University's policy currently in effect.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

<http://deanofstudents.unt.edu/resources> 0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. For some of the major assignments in this course, you will submit your assignment to the Turnitin website linked to our class.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made. Students who require assistance should contact the Office of Disability Accommodation (ODA) at 940-565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. For additional information see the Office of Disability Accommodation website at [http://disability.unt.edu/..](http://disability.unt.edu/)

Important Notice for F-1 Students taking Distance Education Courses:**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

COURSE SCHEDULE

Week	Topic	Assignments & Tests (Due each week by <u>Sunday</u> 11:30 pm)	Discussion Boards (First post due each week by <u>Wednesday</u> 11:30 pm)	Financing Education in a Climate of Change (Textbook)
1	School Finance	Cash Management	Cash Management (first post due by <u>Friday</u> , 11:30 pm this week only)	Chapter 1 pp. 1-3; 14-18 Chapter 13 pp. 307-326
2	Theoretical Models and School Finance	Issue Summary 1	West Orange Cove Case	Chapter 2 pp. 39-49 Chapter 3 pp. 52-72 Chapter 4 pp. 86-113 Chapter 9 pp. 216-239
3	School Budgeting and Accounting Procedures	Budget Cutting Simulation	Grassroots and Education	Chapter 12 pp. 283-306
4	Tax Policies	Texas School Finance 101 Assignment	Purchasing Procedures	Chapter 5 pp. 114-145 Chapter 6 pp. 146-152
5	School Building Programs and Management	Issue Summary 2	Bond Elections	Chapter 11 pp. 260-282
6	School Building Maintenance and Custodial Management	<i>No assignments due</i>	Contracted vs. District Services	Chapter 14 pp. 327-348
7	Political Systems and the Inventory System	Budget Simulation Project	Political Party Platform	Chapter 7 pp. 167-181 Chapter 8 pp. 195-213
8	School Personnel	Final Exam Due Thursday @ 5:00 pm. Be sure to read this week's lesson before starting the exam.	Hiring Practices	Chapter 15 pp. 349-374

University of North Texas

Spring 2018

EDLE 5500 Course Syllabus .080. 081 .084

Internship in Educational Leadership

Principal Lecturer – John C. Brooks, Ed. D.

Email – john.brooks@unt.edu, Phone number – 817 832-8336

Mailing Address – 513 Sides Ct. Lewisville, Texas 75057

Office Hours: As needed before or after scheduled class meetings and site visits, or by phone, Skype, FaceTime, IMO, online conferences, or email.

Tk20

This course includes three assignments that will be uploaded and assessed in the UNT Tk20 Assessment System. The Tk20 System can be accessed at <http://www.coe.unt.edu/tk20>

Scheduled Class Meetings

1. Orientation Meeting – Thursday January 11, 2018 UNT Campus – Room 213, Wooten Hall, 5:30pm – 7:30pm – See UNT campus map for location of building. Use one of the parking garages northeast or southeast of Wooten Hall.
2. **January 17 - 26** – First meeting -- with individual Interns and their supervising administrators – Meetings may be face to face or by FaceTime. *Scheduled by Intern*
3. **February 19 - March 25** – Second meeting – with individual Interns and their supervising administrators. Meetings may be face to face or by FaceTime. *Scheduled by Intern*
4. **April 1 – May 1** -- Third meeting – with individual Interns and their supervising administrators. Meetings may be face to face or by FaceTime. *Scheduled by Intern*

5. **April 30 – May 4 -- Final Course Meetings (may be combined with Third Meeting) –** Interns turn in Final Reports and supervising administrator's evaluation of the Intern, and Intern's reflection of the learning in the course. *Scheduled by Intern*
6. **The course officially begins on January 16, 2018 and concludes on May 11, 2018.**

Textbook – There is no textbook for this course.

Communications

Eagle Mail and regular email will be the primary means of communications between the Interns and the Instructor. Please check your Eagle Mail often during the course. Important Announcements related to this course will be posted on Eagle Mail.

You may contact Dr. Brooks on his cell phone at 817-832-8336 or by email at John.Brooks@unt.edu

Description/ Rationale of Course

The Internship in Educational Leadership is required for completing the requirements for the Texas Standard Principal Certificate for students in the traditional and the AOP M. Ed. Programs, the Doctoral Program and the post-bac. Program for any student seeking the Principal's certificate. The State of Texas requires an Internship that includes a minimum of **160 hours** of documented administrative or leadership-related experiences at either an elementary, secondary, alternative, or central office site under the supervision of both a university supervisor and school district administrator. Completing and submitting a Log of your Hours and Activities during the Internship and having it signed by the supervising administrator at the conclusion of the Internship will document this requirement.

The goal of the Internship program is to provide an opportunity to observe or experience on-the-job, hands-on experiences while working under the direction of a practicing and successful educational administrator. The Internship experiences should be aligned with the nine Texas Principal Competency requirements and integrated with selected ELCC standards. The Intern will plan activities cooperatively with a site-based supervisor based on the nine Texas Principal Competencies, the targeted areas set out in the Action Plan, Part 1 form, the individual candidate's experiences, and the needs of the school site and administrators. (ELCC Standards 2.4, 7.1, 7.2, 7.3, 7.4, 7.5, and 7.6)

Key Dates and Assignments

Key Dates

1. January 11, 2018 - Attend the Orientation Meeting for the Internship program and course, if you are in the DFW area, if possible. If you do not live or work in the DFW area or you cannot attend the Orientation Meeting on the UNT campus, the orientation can be conducted by viewing the orientation session, which will be posted on YouTube . Dr. Brooks will provide the address to view the session by posting it on Eagle Mail. Handouts for those that do not come to the Session on campus may be downloaded from Black board.
2. If you do not present yourself at the session on the 11th in Denton, you will be required to **certify** that you have watched the YouTube and run hard copies of the handouts from Blackboard.
3. By January 17th or before - Complete the "Internship Information Form" and return to the Instructor at the Orientation Meeting or by Messages/emails, as soon as possible.
4. January 16th – the course officially begins. **You may begin logging hours in administrative or leadership activities on the day after the Orientation Meeting or phone contact with the Instructor** - hours for which you are directly involved. Your administrator should be aware of your participation in the Internship and approve the activities. You may document and "count" these hours toward the required 160 hours and include them in your Log of Hours and Activities
5. January 17th – 31th – The instructor will meet with you and your supervising administrator to review the expectations and plan for your Internship program, **either face to face or by Facetime**. Coordinate visits with other Interns in your district or area, when possible. **There will be three of these meetings during the term.** Refer to the Course Roster for a listing of all Interns and their schools/districts in this section of the course.
6. The second meeting will occur between February 19th and March 25th. The meeting will be scheduled with Dr. Brooks by the Intern and will be either face to face or by FaceTime.

7. The third meeting will occur between November 1st and November 17th. The meeting will be scheduled with Dr. Brooks by the Intern and will be either face to face or by FaceTime.
8. Final Course Meeting – The Final Course Meeting will be with individual Interns on their campus or by electronic means. This is tentatively set for the week of April 30th - and May 4th. Interns will turn in Final Reports and the Interns' reflection of their learning in the course. It will be required for the Intern to arrange/schedule these meetings with Dr. Brooks and the cooperating administrator. The Cooperating administrator's evaluation of the Intern is due at this time.

Assessments/Assignments

The following items should be completed and submitted by email:

1. **Plan of Action, Part 1** - Develop the Plan of Action – Part 1 and upload the completed document into the Tk20 System.

Due February 4th

Before completing and uploading the finalized Plan – Part 1 document, review the proposed Plan with your supervising administrator and course Instructor (at the initial meeting of the Instructor at the school site). Include in the finalized Plan any suggestions for activities that may arise from those meetings.

The completed Action Plan – Part 1, should include your planned activities, projects, and products that will be your responsibility during the course. You will use the list of Texas Principal Competencies (9) and the Plan of Action – Part 1 form found in the Tk20 System to guide the planning of your activities for the term. Once completed and approved, this Plan should be submitted in the Tk20 System and used as a guide in planning activities during the term. It will also be emailed to Dr. Brooks.

Please note that there are two templates available for you. Choose one to complete. One is in the Tk20 Assignment and the other is in the Internship Handbook.

2. **Self-Assessment** – Using the “Self-Assessment” form found Internship Handbook, the Intern should complete the form by providing a rating for each of the TPCs and selected ELCCs. The purpose is for the Intern to identify and reflect on her or his administrative-related skills and knowledge. The outcomes of this assignment can be a basis for creating a personal

Professional Development Plan. The completed form should be emailed by the due date.

Date due – February 2nd

3. **Professional Development Plan** – Using the form found in the Internship Handbook, the Intern should identify plans of future professional development activities for each area described in the Texas Principal Competencies/ELCC Standards based on self-reflection and assessment of experiences in the Internship. The completed form should be submitted in the Final Report by

Date due – February 16th (Submit with the Self-Assessment document.)

4. **Executive Summary Reports** - Complete and submit in Black Board by the dates due three Executive Summary Reports to your UNT instructor. Each Report should be a brief narrative that describes your participation in administrative-related and leadership-related-activities at the school site during the reporting period, includes a reflection/evaluation of the internship at this point, and a report of the total number of hours attained to the date of submission. With each report, submit a completed copy of your Log to date that gives the details of the hours attained along with which TPC (s) link to the activity.

The Executive Summary Report will be due three times during the course. Submit each Report by email to Dr. Brooks by the date and time due and place them in the Final Report.

Due Dates – February 18, March 25, and April 29

5. **Log of Hours and Activities** - Maintain a Log of Hours and Activities The Log will list the time you start and end your Intern work each day during the term. List the total time you spend in the intern activities for the day. Provide a brief description of each activity that you observed or in which you participated. List for each activity the Texas Principal Competency (TPC) that you believe best matches the activity in which you observed or participated. **You must use the suggested template found in the TK20 System.** Submit the completed Log at the conclusion of the course and, also upload the Log in the Tk20 System. The Log should be signed by your cooperating administrator scanned in and uploaded to TK-20.

Due by May 6th

6. **Reports of Interviews of Administrators** - The Intern should interview at least two administrators during the course to learn about their experiences, perspective, philosophies, and advice about the roles and responsibilities of the school leader. A list of suggested questions that you may use for the interview are found in the syllabus. You should prepare a two to three page summary and reflective report of what you learned in each interview and submit it by email by the date due. You may include the responses of each administrator to each question if you prefer, or submit a narrative report that summarizes your learning.

Due date – February 25th

7. **Evidence of Attendance at a local Board Meeting or Conference or Training Event** - The Intern should attend at least one of the following during the term: 1. a meeting of the local School Board, 2. a State or area educational-related conference, or 3. an administrative training related event or meeting – at the local district or at an ESC location. The Intern should prepare and submit by email a one to two page summary and reflection of the event and the learning related to school leadership and administration attained by attending the event.

Due Date – April 8th

8. **Report of Shadowing Experiences** – The Intern should spend at least 12 hours during the term shadowing one or more administrators to gain an enhanced understanding of the varied roles and responsibilities of the administrator. A one to two page Report of the shadowing experiences and related reflections should be prepared and submitted by email by

Date due – April 8th

9. **Report of Project (s)** – The Intern, with the guidance and approval of the supervising administrator, should identify at least one "Project(s)" for extended participation or leadership during the term. Each Project should involve at least 10 to 15 hours, be substantive, involve direct administrative- or leadership-related activities, be of value to the school or organization, and be approved by the supervising administrator and course instructor. The completed Report should be submitted in an email by the date due.

Date due April 15th

10. **Plan of Action, Part 2** - The Intern may use the form in the Tk20 System Assignment area for this course to complete this assignment. Use Part 1 of the Action Plan as a beginning point, assess/reflect on which of the planned areas of activities or involvement were accomplished, which ones were not, and what experiences for each ELCC or TPC areas occurred though not listed in the Part 1 of the Plan. Submit the completed form in the Tk20 system and email a copy by the date due.

Date due – April 29th

11. **Evaluation by Supervising Administrator** – The Intern should secure a copy of the “Final Evaluation by Cooperating Administrator” form from the “Internship Field Documentation” assignment in the Tk20 System or from the Internship Handbook and provide to his or her administrator for completion near the end of the term. The Intern should meet with the supervisor to review and debrief the experiences of the Internship. You should submit the completed form in the Assignment area and in Tk20. If your supervisor prefers to submit the form confidentially to the instructor, please make arrangements for mailing the completed form to the Instructor, whose mailing address is found on page 1 of this Syllabus.

The completed (signed) Evaluation Form should be scanned and uploaded into the Tk20 System in the section titled, “Internship Field Documentation”.

Date due May 6th

12. Attainment of at least 160 hours

As indicated earlier in the Syllabus, the requirement is that at least 160 hours of active involvement, observations, leadership, or other approved activities are required of the Intern during the course. The Log will document the number of hours and the types of activities undertaken during the term. The supervising administrator must sign and date the Log before submitting the final Log the Tk20 System.

Date due – May 6th

Late Assignments – Responses to assignments that are submitted past the due date will be subject to a reduction in the assigned grade up to 50% of the point value for the assignment, depending on the date of submission. All assignments must be submitted by the official end of the semester to obtain any credit.

Performance Assessments – Grades

Each assignment will have the indicated value.

Plan of Action, Part 1	10 points
Executive Summary Reports (3)	15 points (5 points each)
Reports of Administrative Interviews (2)	10 points (5 points each)
Report of Attendance at Meeting, Conference, or Training	5 points
Report of Shadowing Experiences	5 points
Report of Project	5 points
Plan of Action, Part 2	10 points
Self-Assessment Plan	5 points
Professional Development Plan	5 points
Completed Supervisor Evaluation Form	5 points
Log of Hours and Activities	10 points
<u>Attainment of Required Minimum Hours</u>	<u>15 points</u>
Total Possible Points	100 points

Letter Grades

Attainment of 90 to 100 points	= A
80 to 89 points	= B
70 to 79 points	= C
Below 70 points	= F

University of North Texas

EDLE 5500 Internship Check list

Please fill out the required information:

Date & Time: _____

Intern's Name: _____

Cooperating Administrator's Name: _____

Site: _____

Orientation: How did you receive your Orientation for the Internship? Circle one.

Face to Face on January 11, 2018 or another date _____

YouTube on date: _____

Please CIRCLE each completed assignment:

Plan One

Plan Two

Time Log of 160 hour

Upload each of these 3 assignments to TK-20 _____

Final Report

Place copies of the following in the Final Report:

Self-Assessment, Exec Sum one, Exec Sum two, Exec Sum Three

**Professional Development Plan, Evaluation by Cooperating
Administrator**

Meeting with / Instructor #1 Date: _____

Meeting with / Instructor #2 Date: _____

Meeting with / Instructor #3 Date: _____

All other reports generated, all interviews, documents, agendas, handouts
garnered during the internship go in the Final Report.

Reflective Paper... Please discuss what you have learned during your
Internship that will be helpful to you in your career....

Class Evaluation: A student evaluation of the course and instructor is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. The feedback from students is very important to continuous improvement in teaching and the courses at UNT. Participation in the survey is an important part of your participation in this class.



The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT

and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20:

<http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

Acceptable Student Behavior:

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in

any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

This Syllabus may be modified by the instructor as needed.

UNT – EDLE 5500: Internship – Spring 2018

One Page Calendar

Meetings

January 11 – Orientation Meeting – Room to be announced, Matthews Hall, UNT Denton.

January 17-26 – Meetings with individual Interns (for those in DFW area) and their supervising administrators. Those out of the UNT/DFW area, make contact by phone

March 1 – Mid-course Meeting – Meeting location for those in DFW area. Details to be communicated

April 30 – May 4 – Final Course Meetings at individual campuses (for those Interns in DFW area)

Assignments and Due Dates – See Syllabus for details of each assignment

January 16 – UNT Spring Semester Begins

February 4 – Complete Plan of Action – Part 1 – Submit by uploading to Tk20 and emailing a copy to Dr. Brooks*

February 18 – 1st Executive Summary Report*

February 25 - Report of interviews with at least two administrators*

March 25 – 2nd Executive Summary Report*

April 8 – Report of Shadowing Experiences*

April 8 – Report of attendance at conference or training or local Board meeting*

April 15 – Report of Project(s)*

April 22 – Self Assessment and Professional Development Plan (2 separate documents)*

April 29 - 3rd Executive Summary Report*

April 29 – Submit Plan of Action – Part 2 – Submit by uploading to Tk20 and emailing a copy to Dr. Brooks*

May 6 – Submit Log of Hours and Activities – 160 hours – upload to Tk20*

May 6 – Submit completed Evaluation by Supervising Administrator by inclusion in the Final Report* and emailing a copy to Dr. Brooks

May 11 – UNT Spring Semester Concludes

Spring Break Schedule March 12-16 – UNT and many school districts

***Place in Final Report**



UNIVERSITY OF NORTH TEXAS

EDLE 5610
School Communications and Public Relations

Summer, 2017

[Course Description](#) | [Course Requirements](#) | [Student Support](#) | [Communications](#)
[Assessment and Grading](#) | [Course Schedule](#) | [Course Policies](#)

COURSE INFORMATION

Course Title / Name — EDLE 5610: School Communications and Public Relations

Term / Year — Summer 2017 – June 5 – July 28

Course Catalog Number, Credit Hours — EDLE 5610, 3 hours

Fully Online Course – AOP Program

INSTRUCTOR AND CONTACT INFORMATION

Full name and title — Gary R. Clay, Ed. D., Adjunct Faculty Member

Phone — 214-585-1144

Email — gary.clay2@unt.edu and gclay412@att.net.Preferred contact method — Please use course *Messages* for all course related communications or email for emergencies if course access isn't possible.Teaching Assistant — Inna Dolzhenko, M.S. Inna.Dolzhenko@unt.eduStudent Services Coordinator — Marilyn Deuble Marilyn.Deuble@unt.edu

COURSE DESCRIPTION

- This course is a Part of the UNT Ed. Leadership's AOP and is completely online, with no face-to-face classroom meetings.
- From the UNT Catalog: *Every administrator in an educational organization has a responsibility to engage in public relations on a daily basis. The primary objective of this course is to examine school-based public relations with the context of life in an information age, practice in schools shared decision making, and sustained demands for school improvement. Students study three critical dimensions of school public relations: informing the public; modifying attitudes and opinions; and integrating the actions and attitudes of an organization with those of its public.*

COURSE LEARNING OBJECTIVES

At the conclusion of the course, you will be able to do the following:

1. Describe the public's current perception of American schools
2. Describe the importance of an effective school-community relations plan and distinguish between a centralized plan, a decentralized plan, and a coordinated plan for school-community relations
3. Identify specific ways that school administrators can reach out to parents and the community for engagement with and support for the schools.
4. Describe the roles of educators at the district and campus level related to an effective school-community relations program.
5. Identify the steps in the communication process and to apply those steps given a scenario.
6. Identify barriers to communication and how they might be overcome.
7. Identify in writing each of the member groups of a school's Internal Publics (those inside the organization) and describe at least one specific action that can be taken to effectively communicate with each member group.
8. Identify and describe in writing the member groups of the school's External Publics (those stakeholders spending most of their time outside of the school's walls) and identify at least three ways or opportunities where information is best communicated to them.
9. Describe in detail at least three strategies for enhancing the school's relationship with the news media and their representatives.
10. Compare your school's experiences with the best practices identified in the text related to at least one of the following — Open House events, Parent Teacher Conferences, and Convocations and Celebrations.
11. Describe the skills and behaviors necessary for the campus administrator who can communicate most effectively with a variety of audiences, in writing and when speaking.
12. Demonstrate competencies in written and oral communications along with judgment in determining priorities when presented with multiple tasks needing responses in a simulated in-basket activity (A Tk20 assignment for the course).
13. List both benefits and cautions when communicating electronically and using social media as a means for keeping stakeholders informed.
14. Describe best practices related to leading during a crisis, including:
 - Designing a Crisis Management Plan
 - Implementing the Plan
 - Communicating during a crisis
 - Dealing with the aftermath of a crisis
15. Complete a simulation that creates a Parent and Community Involvement Plan for the school where the student is employed or a fictional or "real" school that meets the criteria for effectiveness that is described in the rubric for the assignment. (You may collaborate with others in the class while working on this assignment.)
16. List and describe at least three ways to collect data to evaluate the results of the school-community relations efforts

INSTRUCTIONAL METHODS

I will provide reading materials for each week from the textbook and other sources along with an introductory narrative for the topics for each week. You also will be provided activities related to the topics and have the opportunity to apply the learning gained each week. I will review and respond to responses to the assignments and discussions. I expect each student to participate fully in order to integrate the subject matter and gain new or improved skills or knowledge for the learner.

COURSE REQUIREMENTS

Reading assignments

Please refer to each week's folder in the course for the assigned readings for each week.

Textbook

The textbook for the course is *School-Community Relations, Fourth Ed.*, by Douglas Fiore, published by Routledge. **IMPORTANT** — When you see page numbers related to material in the textbook that appear in assignments, discussions, or other materials, realize that the 4th edition, paperback version of the Fiore book is the source of those page numbers. Those page numbers will not be accurate when using other editions and versions of the book, though you may likely find the referenced material.

Assignments

Assignments for each week are described in detail in each week's folder. See the *Course Schedule* in this syllabus and, within the course, each week's *Weekly Overview*, the individual assignments for each week, and the *Calendar*. You will submit two major assignments, the "Principal's In-Basket" and the "Parent and Community Involvement Plan" to the Tk20 System. See more information about the Tk20 System below.

Class Discussions

You are expected to provide substantive responses to the forums in the *Discussions* area **AND** respond to the postings of your classmates as assigned.

Application of Learning

Each week may include the opportunity for you to respond to a case study related to the week's topics **OR** an opportunity to apply learning by investigating or reviewing the topics with your campus or district administrator.

Final exam

There will be a final exam in this course that will provide the opportunity to demonstrate your skills and knowledge gained in the course. The Final Exam will be available to you on Saturday of Week 7, July 22, and due the following Thursday of Week 8, July 27, by 11:30 pm. The Exam is due on Thursday to allow adequate time for scoring the exam before the grades for the course are due on the following Monday. Contact me with any questions you have.

Each student must complete the Final Exam independently. There should be no collaboration with other students in the course. You may use any resources you need to develop substantive responses to each task on the exam.

Tk20 System — VERY IMPORTANT

This course includes two assignments you will upload in the College of Education's Tk20 electronic portfolio system. This requires a one-time purchase of Tk20 that will be in effect for seven years. You will use it throughout the Educational Leadership program. If you have not already purchased it and for those new to the Program, find information and purchase an account at the [Tk20 site](#). Contact the Tk20 administrator at alyssa.floyd@unt.edu or at 940-369-5157 for questions.

COURSE LOGIN INFORMATION

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to:

<https://learn.unt.edu>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Minimum Technical Skills Needed

Navigating and using basic tools of Blackboard Learn

Using email and attaching documents

Creating, saving, and submitting files in DOC and PDF formats

Copying and pasting

STUDENT TECHNICAL SUPPORT SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn

<http://it.unt.edu/blackboard-learn-information>

- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard's [On Demand Learning Center for Students](#)
- Computer configuration for Blackboard Learn
<http://bit.ly/1n257Qn>

Student Technical Support

After logging into Blackboard Learn course, locate the "UNT Helpdesk" tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

Please make a note of this information NOW. If you can't log in, contact the UNT Student Helpdesk.

Email: helpdesk@unt.edu
Phone: 940-565-2324
Site: [UIT Helpdesk](#)
Report an Issue

Support Hours

Monday-Thursday	8am-midnight
Friday	8am-8pm
Saturday	9am-5pm
Sunday	noon-midnight

Technical Emergencies and Advice for Taking Online Exams

- Be mindful of the regular weekly maintenance schedule (11 pm Saturdays to 2 am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, [Report an Issue](#) online.

Additional Support Resources

Links to all of these services can be found on the [Academic Support tab](#) at the top of your course [site](#).

- Learn how to [forward your EagleConnect mail](#) to a personal email address.
- UNT UIT Helpdesk
<http://www.unt.edu/helpdesk/students/>
- Change or update your AMS password (used to log into online courses)
<https://ams.unt.edu/>
- UNT Portal
<http://my.unt.edu>

UNT Library Information

[Off-Campus Users](#)

[On-Campus Users](#)

COMMUNICATIONS

Information about the communication tools in the course and how we will use them:

- For all course-related questions, please read this syllabus carefully before seeking assistance.

- For assignment clarification questions, see the *Ask Questions Here* forum in Discussions from the course menu.
- Use the *Messages* feature from the course menu for all private electronic communications with me. If for some reason you are unable to use course Learn Messages, you may contact me using the contact methods available on the first page of the Syllabus. You can expect a response from me within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.

Announcements

Please check the course Announcements each day for updated information and changes.

Collaborative Discussions

See Discussions from the course menu to check the appropriate weekly forum for assigned postings, to review the postings of classmates, and to make postings of your own.

Please extend the readers of your postings the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults are not tolerated.

ASSESSMENT and GRADING

Assessments

This course will use the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Responses to prompts and classmates in the Discussion forums
- Responses to Assignments
- Responses to *Application* exercises
- Two major assignments (to be posted in Tk20)
- Online final exam

Grading Procedure

Grades will be determined by the following points:

Item	Points Each	Number	Points Available
Discussions	3	10	30
Weekly Assignments	5	6	30
Weekly Applications	5	7	35
Major Assignment: Week 5 Principal's In-basket Activity	30	1	30
Major Assignment: Week 7 Parent and Community Involvement Plan	20	1	20
Final Exam	15	1	15
TOTAL			160

Final grades are determined as follows:

Points Earned	Grade
144 - 160	A
128 - 143	B
112 - 127	C
Below 112	F

Accessing Grades

You will see all of your grades by selecting *My Grades* from the course menu. You can also see my comments and feedback by clicking on the little bubble beside your grade. In addition, you can see the rubrics for the assignments and discussions. For the two assignments that are in a test format (weeks 5 and 6), if you click on your score, the test should open giving you feedback on the answers. Grades will be accessible shortly after the tasks are reviewed and graded.

Assignment Submission Instructions

Assignments required to be submitted online must be in Word format and submitted by the deadline noted in each assignment found in *Assignments* from the course menu. Please create your response as a Word document and attach in the appropriate assignment before submitting.

COURSE SCHEDULE

- The course officially begins on Monday of Week 1, June 5, and concludes on Friday of Week 8, July 28.
- There are eight weeks in the course.
- You will find the activities for each week (readings, assignments, discussions, etc.) within each week's folder.
- Due dates for assignments are normally 11:30pm Sunday of each week. For example, assignments for Week 1 are due no later than 11:30 pm on the Sunday of Week 1.
- Your initial weekly discussion postings are due no later than Wednesday night, with conversations concluding Sunday night of each week.

Listed on the next page are the areas of focus for each week.

Each week contains these elements:

- Weekly Overview
- Readings
- Outside reading
- Assignment
- Discussion
- Application of Learning

Week One**"Orientation to Course and Engaging the School Community"**

Welcome, Building Community, Course Overview, Syllabus
Framework for Texas Principal Competencies
Texas Educator Code of Ethics
Most Recent KDP article on the public perception of schools

Week Two**"Everyone can be an Effective School Communicator"**

Week Three**"Working Effectively with Internal and External Publics"**

Week Four**"Working with Media Organizations and Special Events"**

Week Five**"Effective Written and Oral Communications"**

Activities for this week include the first major assignment for the course – **"Principal's In-Basket Activity"** – to be uploaded in the Tk20 System

Week Six**"Communicating Electronically in the Era of Social Media"**

Week Seven**"The School-Community Relations Plan and Effective Communications in Crisis Situations"**

Activities for this week include the second major course assignment — **"Parent and Community Involvement Plan"** — to be uploaded in the Tk20 System

Week Eight**"Putting It All Together"**

Assignments – The assignments for this week will include the completion of the Final Exam for the course.

COURSE EVALUATION

Student Perceptions of Teaching (SPOT) is the new student evaluation system for UNT implemented to comply with the State of Texas House Bill 2504. Developed and offered by the University of Washington (IASystem®), this proven system offers both online and paper administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio). This system also offers many benefits to obtain an overall assessment of the course and instructor. You will be notified by email toward the end of the course with directions regarding this evaluation.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested or approved by the instructor.

COURSE POLICIES

Assignment Policy

Due dates for each assignment are posted in the instructions of each assignment. Assignments should be submitted in Word format and submitted by using the "Submit" button at the end of each assignment.

Examination Policy

The Final Exams is open-book and open-note, however, you may not discuss the exam with another student unless after both have completed and submitted your answers. Missed quizzes or exams may not be taken at a later date without written documentation that justifies the error.

Late Work

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor whenever late submissions are anticipated.

Class Participation

All students are required to login to the online class site multiple times each week. Instructors use the Blackboard Learn tracking features to monitor student activity. Students are also required to participate in all class activities such as discussions, conference sessions, and group projects as assigned.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

The only time an instructor in our College can give an incomplete is if a student is *passing the course* but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at marilyn.deuble@unt.edu or local students can go by our program office in office 218 in Matthews Hall.

Administrative Withdrawal

Students may add this course or withdraw in accordance with the University's policy currently in effect.

Copyright Notice

Some or all of the materials in this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the [UNT Copyright Resources](#) for details.

Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the [UIT Helpdesk](#), who will work together to resolve any issues at the earliest possible time: helpdesk@unt.edu, 940-565-2324, or [Report an Issue](#).

Student Conduct and Discipline

See this section of the [Student Handbook](#).

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in

writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. **If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course.** In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Ethical Behavior and Code of Ethics

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Information on the services provided by the ODA, as well as application procedures, is available at <http://www.unt.edu/oda/index.html>. You may also contact them by phone at 940.565.4323.

Information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f) (6) (i) (G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

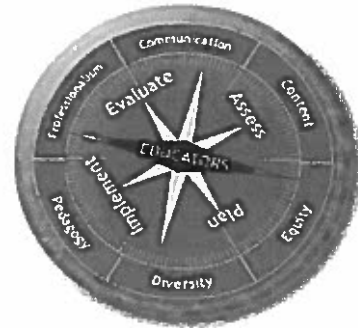
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Syllabus Change Policy

Changes to the syllabus may be necessary at times. Communication of any changes will be made via the Announcement tab and Email in Blackboard.

**Teacher Education and Administration
EDLE 5630
Organizational Change and School Improvement
Spring 2017**



Syllabus

Class Location/Dates:	Online – 3/20/17 to 5/11/17
Instructor:	Dr. Noelle Paufler
Office:	Matthews Hall, 218K
Office Hours:	Monday and Wednesday, 1:00-4:00 PM or by appointment
Phone:	Office: 940.565.2024
Email:	Noelle.Paufler@unt.edu

Preferred contact method:

REQUIRED TEXTS AND RESOURCES

Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). New York, NY: McGraw-Hill Companies.

Texas Education Agency (Texas Academic Performance Reports)
<http://ritter.tea.state.tx.us/perfreport/tapr/index.html>

Peer-reviewed journal articles with topics listed under class session. Retrieve articles from UNT's electronic library resources: <http://www.library.unt.edu/accounts-login>

For additional assistance, please contact our College of Education librarian, Jo Monahan at: Jo.Monahan@unt.edu or 940.565.3955

Course Description

The course will delve into change theory from four perspectives: creating conditions for change, planning change, implementing change, and sustaining change. We will explore current reform efforts at the state and federal levels and look at the role of research in school reform, including leading theories and theorists. The course lays the groundwork for solving problems of practice through data driven decision making and system-wide structures and processes.

The syllabus may be modified to meet the emerging needs of the class.

Course Objectives

You will develop knowledge, skills, and dispositions needed to meet the following competencies for the Principal Certificate in the State of Texas:

1. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. Develop, implement, and evaluate change processes for organizational effectiveness.
3. Utilize effective planning to maximize attainment of district and campus goals.
4. Facilitate implementation of sound research-based school improvement strategies.

You will develop knowledge, skills, and dispositions needed to:

1. Facilitate the development and implementation of a shared vision and strategic plan for the school that focuses on teaching and learning.
2. Initiate, manage, and evaluate the change process.
3. Identify and critique several theories of leadership and their application to various school environments.
4. Conduct needs assessments by collecting information about students, staff, school environments, family and community values, expectations, and priorities, and national and global conditions affecting schools.
5. Analyze and interpret educational data, issues, and trends.
6. Establish operational plans and processes to accomplish strategic goals, utilizing practical application of organizational theories.
7. Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
8. Understand three major conceptual frameworks, which guide the development of administrative theory and apply them to managing and improving schools.
9. Become familiar with research.

Note: See Appendix for principal competencies, which include specific elements and general domains.

How to get started

To get started, go to the course on Blackboard, and begin at the *Start Here* link on the course menu on the left of your browser window.

ASSIGNMENTS

Overview

Connecting research and practice is vital to your success as a professional educational leader. It is not enough to read about and discuss best practices; we must consider how to implement such practices at our respective schools in order to maximize the teaching and learning process. For this term project, you are asked to conduct a Case Narrative and Analysis. You will compile data on student achievement and practices of an elementary or secondary school and then compare the school's current practices to those identified as most promising in the class and outside readings. As a whole, this assignment will provide tools for how an educational leader creates the conditions for change, plans change, implements change, and sustains change.

Learning Activities and Assignments

Assignment	Points Each	Total
Discussion Board Participation		
4 at 6 points each		
Week 1: Historical Overview of Educational Change	6	
Week 3: A School System, Structures, Processes	6	
Week 4: Accountability and Data Driven Decision Making	6	
Week 5: Decision Making Using Qualitative and Quantitative Data	6	36
4 at 3 points each		
Week 2: Understanding Educational Change	3	
Week 2: Case Narrative & Analysis	3	
Week 7: Local Reform Efforts	3	
Week 8: Course Reflection	3	
Case Narrative & Analysis – Part 1		22
Case Narrative & Analysis – Part 2		42
Total		100

Grades

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points (only one C allowed in graduate program; must maintain 3.0 GPA)

Below 70% is unacceptable for a passing grade for the class.

Rubrics of each assignment are located beginning on page 6 of this syllabus.

1) Discussion Board (36 points)

Discussion board posts are a public display of your learning and thinking. You should write carefully, think about your ideas, and communicate effectively. For editing reasons, it is highly suggested you create your post on a word doc and then copy and paste it into a new discussion posting. Please use the APA Style Manual (6th Edition).

Initial answers to discussion questions are due no later than **11:30 pm Wednesday**, with responses and conversation due by **11:30 pm Sunday**.

2) Case Narrative & Analysis Part 1 (22 points)

This will be part 1 of 2 of your Case Narrative & Analysis, due April 16, the end of Week 4. Part 1 includes a brief description of the district and school context, the specific content you deem to be the greatest area of need (reading, math, science) based on Texas Education Agency longitudinal data, and a description of the improvement process you will need to employ for school improvement. When describing the improvement process, you will incorporate the literature you've read. See the grading rubric on page 7 for details. The areas highlighted in **GREEN** are the content for Part 1.

3) Case Narrative & Analysis Part 2 (42 points):

Part 2 of the Case Narrative & Analysis, due the end of Week 7, will include strengths and weaknesses for school improvement within the context of the process that you will use, such as Professional Learning Communities. You will recommend steps for a one-year process of: (1) creating conditions for change, (2) planning change, (3) implementing change, and (4) sustaining change. This can be found in the non-highlighted portion of the rubric – the bottom half.

Note: See details in the rubric for Case Narrative & Analysis Part 1 and 2 on page 7.

COURSE SCHEDULE

Note: The weekly agenda begins early Monday and concludes Sunday at 11:30 pm, except Week 8, which concludes by 11:30 pm Thursday.

Week	Topic/Reading	Assignments
1	Historical Overview of Educational Change Read Cuban (2003) and Cuban (1990) Access UNT's <u>library electronic sources</u> , choose and read relevant peer-reviewed journal articles in preparation for your Case Narrative and Analysis Paper due the end of week 7.	Introduce yourself. Answer discussion questions for Week 1. Begin reviewing the requirements for the Case Narrative & Analysis, and post questions under the "Questions and General information" discussion forum. Identify articles on school improvement processes such as Professional Learning Communities that are specific to a content area such as reading, writing, math or science.
2	Understanding Educational Change Read Cuban (2013) and Hipp, Huffman, Pankake, & Olivier (2008). Visit Texas Education Agency website to access school data and decide on content area of greatest need: http://ritter.tea.state.tx.us/perfreport/snapshot/ Continue to access <u>UNT's library electronic resources</u> , choose, and read peer-reviewed journal articles in preparation for your Case Narrative and Analysis Paper due week 7.	Answer reading discussion questions for Week 2 and questions for the Case Narrative & Analysis. Gather data on your school from the Texas Education Agency website or the education agency for your State. Pull data charts to incorporate into your paper. Begin drafting Part 1 of the Case Narrative and Analysis.
3	School Systems, Structures and Processes Read Hoy & Miskel, Chapters 1, 2, and 3	Answer discussion questions for week 3.

	Continue to access <u>UNT's library electronic resources</u> , choose, and read peer-reviewed journal articles in preparation for your Case Narrative and Analysis.	Continue writing the Case Narrative and Analysis Part 1 due week 4.
4	<p>Accountability and Data Driven Decision Making</p> <p>Read Hoy & Miskel, Chapters 6, 9 and 10.</p> <p>Continue to access <u>UNT's library electronic resources</u>, choose, and read peer-reviewed journal articles for the complete Case Narrative & Analysis due end of Week 7.</p>	<p>Answer discussion questions for week 4.</p> <p>Finalize and submit part 1 of your Case Narrative and Analysis by 11:30 pm Sunday.</p>
5	<p>Decision Making Using Qualitative and Quantitative Data</p> <p>Read Hoy & Miskel, Chapters 11 and 12.</p> <p>Continue to access <u>UNT's library electronic resources</u>, choose, and read peer-reviewed journal articles for your Case Narrative and Analysis.</p>	<p>Answer discussion questions for week 5.</p> <p>Continue writing Case Narrative and Analysis Part 2 due end of week 7.</p>
6	<p>Power & Politics and the Impact of the External Environment</p> <p>Read Hoy & Miskel, Chapters 7 and 8.</p> <p>Continue to access <u>UNT's library electronic resources</u>, choose, and read peer-reviewed journal articles in preparation for your Case Narrative and Analysis.</p>	<p>Post questions and comments on discussion forum and begin finalizing Case Narrative and Analysis, which is due at the end of week 7.</p> <p>Feedback will be given on polished drafts if submitted by 11:30 pm Wednesday of week 7.</p>
7	<p>Local Reform Efforts Visioning Document Cohen (1990) "In Finland's Footsteps"</p>	<p>Answer discussion question for week 7.</p> <p>Turn in polished draft of Case Narrative & Analysis by 11:30 pm Wednesday for feedback.</p> <p>Complete and submit Case Narrative & Analysis Paper by 11:30 pm Sunday.</p>
8	<p>Principals as Change Agents Read Hoy & Miskel, Chapters 13 and 14.</p>	<p>Post a one-page reflection by 11:30 pm Thursday.</p>

RUBRICS

Discussion Rubric

Criteria	Unsatisfactory	Satisfactory	Exemplary
Demonstrates knowledge, understanding, and relevance of content to the profession. Enhances classmates' knowledge and understanding in a thoughtful and relevant manner (4 points)	0 Points Posts and responses show little evidence of knowledge, understanding, or relevance of content. Posts don't attempt to encourage responses and reflections from classmates, or responses don't take the discussions deeper.	2 Points Posts and responses show evidence of knowledge, understanding, and relevance of content. Posts attempt to elicit responses and reflections from other learners, and responses build upon the ideas of other learners to take the discussion deeper.	4 Points Posts and responses show evidence of knowledge, understanding, and relevance of content, and include additional information to enhance learning. Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.
Posts at desired intervals and in appropriate quantities (2 points)	0 Points Does not submit at least one post by Wednesday at 11:30 pm and/or does not submit at least two responses to classmates on different days during the week.	1 Point Submits at least one post by Wednesday at 11:30 pm and submits at least two responses to classmates on different days during the week.	2 Points Submits two or more thoughtful posts by Wednesday at 11:30 pm and more than two responses to classmates on different days throughout the week.

Case Narrative & Analysis Rubric

This assignment will demonstrate your ability to incorporate your learning (textbook and articles) about organizational change and school improvement.

Your role, as an educational leader, is to put into place a school wide process (such as professional learning communities) to improve student outcomes. This will require you to collect and analyze data on

the school's culture (observations/interviews/discussions) and longitudinal student achievement data (TEA website) in reading, math, or science.

Part 1 of the Case Narrative & Analysis will be scored based on the **GREEN** portions of the rubric. Part 2 of the Case Narrative & Analysis paper will be scored based on the remainder of the rubric in addition to the Format and Grammar section.

Case Narrative & Analysis Assignment Grading Rubric – EDAD 5630		
Section/Points	Requirements	Questions to Ask Yourself
Format and Grammar: (4 points: Part 1 4 points: Part 2)	Paper follows APA Style Manual (6 th ed.) All required sections are included. Paper will be free of spelling errors.	Are my references, both in the paper and at the end, formatted correctly? Is my paper written clearly and does it contain all of the required sections? Have I used pseudonyms for all organizations (in all instances)? Have I proofread the document for misspellings, syntax errors, typos, etc.?
Content: (18 points) <i>Organizational Change - framework and strategies used (district/school).</i> <i>School Improvement - process used for teaching/learning to improve student achievement. Please address a specific content area in student achievement (reading comprehension, math, or science).</i>	Brief background of school and community, district context, school vision, school dynamics; include staff, student population (subgroups), and community context. Define the framework (such as Professional Learning Communities) that you will use to describe your proposed method for organizational change and school improvement. Describe your school's strengths and weaknesses in relation to the framework, such as culture, leadership, etc. Provide current and longitudinal student achievement data analysis in one content area (see Texas Education <i>Agency Reports and Data</i>). Delineate strengths and weaknesses for school improvement within the context of a process, especially as it relates to students performing below grade level in the chosen content area of reading comprehension, math, or science.	Have I adequately described the district and school's plan for continuous school improvement? Have I provided demographic data on the school and its community? Have I chosen a framework by which to describe and analyze my school's organizational change and school improvement plan? Have I defined the strengths and weaknesses with relation to the framework? Have I provided current and longitudinal data in the area of reading, math, or science, with specific attention to students performing below grade level? Strengths and weaknesses? Have I described the school's improvement plan and the process for implementation? Have I provided data charts in the paper or as appendices?

Accuracy of Analysis: (28 points)	Describe the planning, implementation and sustaining process for professional learning communities or another framework. All claims and information presented about the case are clearly supported by evidence. (For example: Description of district or school site leadership is connected to theories of leadership by citing evidence of the same.) Compare and contrast your school to “best practices” found in the texts and literature review.	When making claims and presenting information, have I given examples? Have I adequately compared and contrasted my school to course content, pointing out specific strengths and weaknesses, and possible solutions for best practice?
Literature Review: (10 points)	Provide research citations for 3-5 articles you’ve retrieved from the UNT electronic library resources. Your references validate key elements of evidence and decisions you put forward for organizational change and school improvement. Your citation of articles should help articulate the relevance of your case narrative as opposed to simply summarizing articles.	Have I embedded the literature review into my paper? Have I referenced research appropriately throughout the paper? Have I cited research to give credence to my analysis and/or possible solutions for best practice?
TOTAL POINTS POSSIBLE = 64		

STUDENT TECHNICAL SUPPORT SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn
<http://it.unt.edu/blackboard-learn-information>
- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard’s On Demand Learning Center for Students
- Computer configuration for Blackboard Learn
<http://bit.ly/1n257Qn>
- Blackboard Learn Student Videos
<http://bit.ly/1n25daS>

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to:
<https://learn.unt.edu>.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Minimum Technical Skills Needed

- Navigating and using basic tools of Blackboard Learn
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Copying and pasting

Student Technical Support

After logging into Blackboard Learn course, locate the “*UNT Helpdesk*” tab at the top of the course browser window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

Please make a note of this information NOW. If you can't log in, contact the UNT Student Helpdesk.

Email: helpdesk@unt.edu
Phone: 940-565-2324
Site: [UIT Helpdesk](#)
[Report an Issue](#)

Support Hours

<http://www.unt.edu/helpdesk/hours.htm>
Monday-Thursday 8am-midnight
Friday 8am-8pm
Saturday 9am-5pm
Sunday noon-midnight

Additional Support Resources

Links to all of these services can be found on the [Academic Support](#) tab at the top of your course [site](#).

- ☐ Learn how to [forward your EagleConnect mail](#) to a personal email address.
- ☐ UNT UIT Helpdesk
<http://www.unt.edu/helpdesk/students/>
- ☐ Change or update your AMS password (used to log into online courses)
<https://ams.unt.edu/>
- ☐ UNT Portal
<http://my.unt.edu>

UNT Library Information

Off-Campus Users

<http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users>

On-Campus Users

<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

COURSE POLICIES

Assignment Policy

Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word format and submitted by using the “Submit” button at the end of each assignment.

Late Work

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. You will be unable to receive full credit for late work. Please contact the instructor when late submissions are anticipated.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. For instance, when responding to individuals, address them by their name before beginning your commentary.

Incompletes

If a student wishes to request a grade of “incomplete,” the student must:

- ☐ Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor’s address above.
- ☐ Discuss the request with the instructor immediately by phone or email.

No requests will be considered later than one week prior to the final exam, unless a serious interruptive event occurs within that time period. It is within the instructor’s sole discretion to grant such a request. Please see the “grading system” section of the current UNT undergraduate or graduate catalog for details. Students who receive an “incomplete” must complete the course not later than one calendar year thereafter to avoid automatically receiving a failing grade.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

Attendance Policy

Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive

credit. *Information about the University of Texas' Attendance Policy may be found at:*
<http://policy.unt.edu/policy/15-2-5>

Administrative Withdrawal

Students may add this course or withdraw in accordance with the University's policy currently in effect.

Syllabus Change Policy

Changes to the syllabus may be necessary at times. Communication of any changes will be made through course Announcements or email.

UNT AND DEPARTMENT POLICIES

Ethical Behavior and Code of Ethics

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work

All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting

Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy

Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleagues or staff. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Academic Integrity

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. For some of the major assignments in this course, you will submit your assignment to the Turnitin website linked to our class.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Information on the services provided by the ODA as well as application procedures is available at <http://www.unt.edu/oda/index.html>. You may also contact them by phone at 940.565.4323.

Information on UNT’s policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or

someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources> 0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Eagle Connect

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly. **Our Educational Leadership Program also sends reminders about deadlines, etc. through Eagle Connect. If you are not checking this email, you may miss important information.** For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.

SPOT

The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website. This class does not have a tk20 assignment, but the other class offered during this session, EDLE 5700, does have assignments that must be submitted to tk20.

TEExES Test Preparation

The UNT TEExES Advising Office (TAO) administers the College of Education TEExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Current students must meet the following criteria in order to sit for the TEExES practice exams: Students must

(1) be admitted to Educational Leadership Program, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Principal Certification Candidates

You will be cleared to take the TExES Principal Exam, when you are enrolled in the internship.

Copyright Notice

Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course completes. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

IMPORTANT NOTICE FOR F-1 STUDENTS

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

RESOURCES

APA Style Guide (6th edition): <http://www.apastyle.org/>

Professional Standards for Educational Leaders:

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

Texas Association of School Administrators (TASA): <http://www.tasanet.org/>

Texas Education Agency (TEA): <http://www.tea.state.tx.us/>

University of North Texas Library (peer-reviewed journal articles): <http://www.library.unt.edu/>

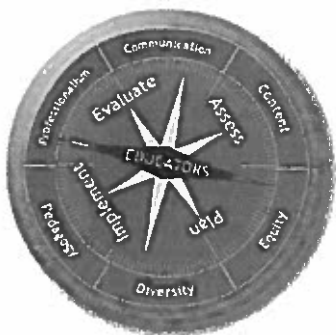
District and School Report Cards: Academic Excellence Indicator System (AEIS) Report
<http://ritter.tea.state.tx.us/perfreport/snapshot/>

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Teacher Education and Administration



EDLE 5700

Practicum in Educational Leadership Fall 2017

Monday, October 23 – Friday, December 15

Educational Leadership Program

Core Values and Beliefs: Graduates will have the knowledge, skills, and motivation to accomplish the following:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity and inclusion
- Develop theory to practice solutions

INSTRUCTOR CONTACT INFORMATION

Gary R. Clay, Ed. D., Adjunct Faculty Member

Home phone number — 214-585-1144 – You may call or text the Instructor as you have a need.

Office hours online — by appointment (online or by phone)

Email address and policy for use — gary.clay2@unt.edu and gclay412@att.net

Please use Bb Learn Messages for all course related communications. One of the email addresses of the instructor may be used if Learn is not operative or for emergencies.

Teaching Assistant — Inna Dolzhenko - Inna.Dolzhenko@unt.edu

EDLE Student Services Coordinator — Marilyn Deuble Marilyn.Deuble@unt.edu

COURSE DESCRIPTION – SPECIAL NOTE ABOUT TEXAS PRINCIPAL COMPETENCIES

This course is organized around the **six Domains and eleven Texas Principal Competencies** — a “new” Framework for the Principal Certification Assessments. The Framework is now in effect and will be used to develop a new certification test for the TExES Principal Test (068). The new test will be tentatively offered for the first time in December 2018. You will find a copy of this Framework and the previous Framework (3 Domains and 9 Competencies) in the *Course Support Materials* link on the course menu found on the left side of the course window.

This course is the first one to use the new Framework as references in the Discussions, Assignments, and course narratives, though the skills and knowledge found in both Frameworks are very similar.

Course Learning Objectives

At the conclusion of the course, you will be able to:

1. Identify the eleven Texas Principal Competencies and describe best practices of leadership by the campus principal for each competency.
2. Demonstrate preparation for success when taking the Texas Examination of Educator Standards (TExES) Principal Certification Test by successfully completing assignments related to test taking strategies and by scoring at least 80% when taking a practice test.
3. Describe learning from a Mock Interview for a campus administrative position and create a resume to present your credentials and experiences.
4. Use the Academic Accountability Ratings and the Texas Academic Performance Report (TAPR) to determine and analyze the current accountability rating and basic data elements for a specific school.
5. Apply one or more of the 11 TPCs by completing at least one campus-based project under the direction of the campus administrator.

Course Outcomes

Texas Principal Competencies

The UNT Educational Leadership Program promotes an understanding of the eleven Texas Principal Competencies. These competencies are arranged in the following domains:

- Domain I, School Culture (School and Community Leadership), 001, 002
- Domain II, Leading Learning (Instructional Leadership/Teaching and Learning), 003, 004
- Domain III, Human Capital (Human Resource Management), 005, 006
- Domain IV, Executive Leadership (Communication and Organizational Management), 007, 008
- Domain V, Strategic Operations (Alignment and Resource Allocation), 009, 010
- Domain VI, Ethics, Equity, and Diversity, 011

These are the competencies the State of Texas requires all principal certification programs to address. These competencies are closely aligned with national competencies for principal preparation programs. This course addresses all of the Principal Competencies, as well as the previous set of Texas Principal Competencies.

See the *Course Support Materials* section on the course menu for a full explanation of the new and previous Texas Principal Competencies.

COMMUNICATIONS WITHIN THE COURSE

What Should You Do First?

During the first week of class, use *Messages* from the course menu to send me your following contact information:

- Name
- Alternate contact information – email and phone number
- Current school, district, and assignment
- If not currently in a school setting, please describe your current employment

Ask Questions Here Discussion Forum

For assignment clarification questions and answers throughout the term, see the *Ask Questions Here* forum in Discussions from the course menu.

Course Messages

Use the *Messages* tool from the course menu for all private electronic communications with me. Please check for Messages daily. You can expect a response from me within 24-hours of sending a message. If your concern is urgent, please contact me by phone or email.

Announcements

Please check the course Announcements **each day** for updated information and changes.

Collaborative Discussions

See *Discussions* from the course menu to locate the appropriate weekly forum for assigned postings and for conversations with classmates. Please note due dates; your initial postings are due no later than Thursday of each week and all conversations are to conclude by Sunday night. Conversational language within each discussion is permissible, but should also be grammatically correct.

Office Hours

Use the *Messages* tool to contact me and make an appointment for a conference with me.

HOW THIS COURSE IS ORGANIZED

- The Course Menu on the left side of the window contains links to all content in this course.
- This *Start Here* section holds all course overviews and syllabus info.
- The course is divided **by week** and you can find all information and links for each week's assignments and discussions.

Syllabus

You can see the syllabus by selecting *Read the Syllabus* title in this *Start Here* section. A PDF will open that you can save or print.

Calendar

All of the graded activities' due dates are displayed on the *Calendar*. The discussion due dates show on the calendar on Thursday, which is the weekly deadline for your initial post, followed by responses and conversations throughout the week. Each discussion starts on Monday and ends the following Sunday. **Please note: Use only the MONTH view of the Calendar found on the course menu to see assignment due dates.**

My Grades

You can see your grades by going to the *My Grades* link on the course menu. It also typically displays any rubrics provided for *Assignments* and *Discussions*. You can also see instructor feedback by clicking the provided link.

INSTRUCTIONAL METHODS

I have provided reading assignments for each week, along with an introductory narrative for the topics to be addressed each week. You also will be provided assignments, discussions, and activities related to the topics and have the opportunity to **APPLY** the learning gained each week in the school setting. I will

review and respond to assignments and discussions you submit. I expect each student to participate fully in order to gain a good understanding of the subject matter while gaining new or improved skills or knowledge to prepare to be an effective school leader and administrator.

ASSESSMENT AND GRADING

Required Course Assignments

Reading assignments: Please refer to the course schedule below and within the weeks of the course for the weekly assigned readings.

Assignments: Assignments for each week are described in the weekly folders. See the schedule below and the individual assignments for each week. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials. All assignments should be written in scholarly and grammatically correct language.

Class Discussions: You are expected to make substantive postings to the weekly forums in the *Discussions* area of the course **AND** respond to the submissions of other students throughout each week.

Tk20 Assignment: For the final week's assignment, *Impact on Student Learning*, you will submit a report in the course *Assignments* section **AND** also submit to the Tk20 system. You will find directions for the assignment and its rubric in the assignment itself.

Assessments Overview

Expect my feedback on postings and assignments no later than one week following submissions.

Instruments to determine student grades and proficiency of the learning outcomes

Report Assignments — 4

1. Vision Statement
2. TExES Test Preparation Report
3. Mock Interview Report
4. Report on Best Practices/Review of Campus Management Plan

Major Assignments — 2

1. *Data Analysis assignment*
2. *Impact on Student Learning assignment* — (submitted to *Assignments* **AND** to Tk20)

Weekly Discussions — 7

Reflections on current news accounts, videos, or journal articles — 4

Grading Procedure

Grades will be determined by the following points:

Assignment	Number/Points	Total Points
Report Assignments (weeks 1, 3, 5, 7)	4 at 7 points each	28 points
<i>Campus Data Analysis</i> assignment (week 7)		16 points
<i>Impact on Student Learning</i> Assignment (week 8)		15 points
Weekly Discussions (weeks 1-7)	7 at 3 points each	21 points
Reflections on Current Ed. Related articles (weeks 2, 4, 6, 8)	4 at 5 points each	20 points
Total		100

Final grades are determined as follows:

Total Points	Letter Grade
90-100 points earned	A
80-89 points earned	B
70-79 points earned	C
69 points or below	F

If you believe you may be unable to complete all assignments in accordance with due dates, you should contact me IMMEDIATELY to discuss options. Because on-time submission of all mandatory exercises is expected, repeated late submissions of assignments can result in a failing grade for the course.

Accessing Grades

You will be able to access grades and feedback from *My Grades* on the course menu after assignments have been graded.

Assignment Submission Instructions

Assignments required to be submitted online must be in Word DOC format and submitted by the deadline noted in each assignment found in the week due and from the *Assignments* link on the course menu.

Course Schedule and Learning Outcomes

Weeks	Topics	Items to read and prepare prior to each class	Learning Outcomes
1	Introduction and the Visioning Process	<p>Activities Discussion - Get Acquainted with your Classmates Discussion Week 1- The Visioning Process Assignment – Select at least one Site-Based Project Assignment – Create a School's Vision Statement</p> <p>Readings and Resources Texas Principal Competency 001 and 009 Video: Great School Leadership in Action</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> Propose and describe site-based projects you have selected for the term Identify, locate, and review the five Domains and eleven Texas Principal Competencies (TPCs) - You are <u>not</u> expected to memorize the TPCs. Locate and review the mission statements of schools you select Create a vision statement for a school community
2	Communicating and Collaborating	<p>Activities Discussion – Share Your Resume Discussion Week 2 - Communicating and Collaborating Assignment – Reflection on Article</p> <p>Readings and Resources Texas Principal Competency 002 and Texas Principal Competency 007 Journal Article Related to the TPC 002</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> Summarize the skills and knowledge required of the effective principal related to TPC #002 and #007. Demonstrate the ability to read critically and reflect in writing on news accounts or journal articles provided by the instructor that relate to one or more of the TPCs.
3	Act with integrity, fairness, and in an ethical and legal manner	<p>Activities Discussion Week 3 - TPC #11 Assignment – TExES Test Preparation</p> <p>Readings and Resources Texas Principal Competency 011 Code of Ethics and Standard Practices for Texas Educators</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> Describe the expectations for the school principal related to TPC #011 and the "Code of Ethics and Standard Practices" for Texas Educators. Successfully access the Preparation Manual for the TExES Principal Certification Test and provide correct answers to the 49 practice questions in the Manual with at least 70% accuracy.
4	Leadership for Curriculum and Instruction	<p>Activities Discussion Week 4 - The Principal as Instructional Leader Texas Principal Competencies 003 and 004 Assignment – Article Reflection</p> <p>Readings and Resources Texas Principal Competency 003 and 004 Article "Principals Who Think Like Teachers"</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> Describe the skills and knowledge required of the effective principal related to curriculum, assessment, and the instructional program Be able to describe specific actions the principal should take to be the instructional leader for the school.

5	Leading and Supporting the School's Staff Members	<p><u>Activities</u> Discussion Week 5 - The Mock Interview Assignment Week 5 – Mock Interview and Report of Interview Assignment Week 5 – Create or Revise Your Resume</p> <p><u>Readings and Resources</u> Texas Principal Competency 005 and 006 Article "Administrative Interview Questions" Article "Practice Makes Perfect – How to Prepare for Your Next Job Interview" Article "Helps and Hints for Interviewing for an Administrative Position" Article "Hints and Helps for Writing Your Resume"</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> 1. Identify the appropriate departments and the contact persons at the District or organizational level for communication and collaboration about the major principal responsibilities associated with Texas Principal Competency #006. 2. Reflect in writing on experiences learned from having a "Mock" administrative interview with a school or district administrator. 3. Create a professional resume that will accurately convey your experiences and credentials to prospective employers.
6	Organization and Problem Solving Skills	<p><u>Activities</u> Discussion Week 6 – Problem Solving Assignment Week 6 – Reflection on Journal Article</p> <p><u>Readings and Resources</u> Article "How Do Principals Really Improve Schools?" Website of The Texas Academic Performance Reports (TAPR) Texas Principal Competency 007 and 008</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> 1. Describe the principal's role in data analysis and leading change or reforms in a high stakes testing and accountability environment. 2. Use the TAPR and other student performance document to determine basic data for the student's school and be able to compare and contrast the data between two or more schools. 3. Reflect in writing on the value of the PLC or similar initiative to promote collaborative decision-making.
7	Administrative Leadership	<p><u>Activities</u> Discussion Week 7 – School Safety Assignment Week 7 – Report – Best Practices for Adm. Leadership and Accountability System Assignment Week 7 – Data Analysis major assignment</p> <p><u>Readings and Resources</u> Texas Principal Competency 009 and 010</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe at least three best practices for administrative leadership for the school for the areas noted in TPCs #009 and #010. (3 in TPC 009 and 3 in TPC 010) 2. Demonstrate knowledge about the current state and federal accountability systems for public and charter schools in Texas. 3. Provide a critique of the school's current Crisis Management Plan and identify actions taken to provide a safe and secure environment. 4. Analyze data documents, report findings, and identify a problem or challenge based on the analysis.
8	Texas Principal Competencies Demonstrated	<p><u>Activities</u> Assignment Week 8 – Impact on Student Learning Assignment Week 8 – Reflection on Article/Video</p> <p><u>Readings and Resources</u> Texas Principal Competency Report "The School Principal as Leader: Guiding Schools to Better Teaching and Learning" produced by Wallace Foundation</p>	<p>You should be able to:</p> <ol style="list-style-type: none"> 1. Report and reflect in depth about your site-based project (s) and other administrative learning during the term by submitting the "Impact on Student Learning" Assignment in the course and Tk20 System. 2. Reflect on overall learning about successful and effective school leadership gained in this course.

ADVISING INFORMATION

If you have not already submitted a degree/certification plan, submit that right away. You are supposed to submit that within your first semester, and you have to have it on file before you can take the TExES exam or the TExES practice Exam. You can find a copy of the degree plan in the folder on the course menu called *Advising Information*. Fill out the top part of the plan and write in the courses you have taken. Be sure to check off Principal certification, Master's Degree, or both. Send the plan to Marilyn.deuble@unt.edu

If you already have a master's degree and are just getting principal certification, you may want to contact your advisor at linda.stromberg@unt.edu for certification plan information.

PRINCIPAL CERTIFICATION

To earn a Texas Principal's certificate, a candidate has to have a master's degree; complete a principal certification program (for UNT, seven classes, including the Internship in a Texas school); have a Teaching Certificate; have at least 2 years as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching; and university teaching will not count for this requirement); and pass the TExES Principal Exam.

PRINCIPAL INTERNSHIP

For the Texas Principal Certificate, you will need to do a one semester principal Internship after you have taken all of the AOP classes. You must apply in advance. The due dates to apply are **October 1 for spring; February 1 for summer; and March 1 for fall**. Send your internship application to Marilyn.deuble@unt.edu.

GRADUATION

The deadlines for application to graduate are very early. It is your responsibility to apply for graduation. You have to apply even if you are not going to go through the ceremony, and you can find the application by going to www.tsqs@unt.edu and selecting Graduation. The deadline to apply for December graduation was September 9.

GRADE OF INCOMPLETE

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms in our program office in office 218 in Matthews Hall or by contacting Marilyn Deuble, our AOP Student Services coordinator at marilyn.deuble@unt.edu.

PROGRESS IN CLASS OR DROPPING A CLASS

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course messages in the class. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar's office). If, by dropping a class, you will not be enrolled in any classes during an 8 week period, you have to withdraw from the university. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu

If you are dropping a class, be sure you do that through the registrar. Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor may have to give you a failing grade.

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

TECHNICAL INFORMATION AND SUPPORT SERVICES

UNT Student Helpdesk

- After logging into the course, locate the "UNT Helpdesk" tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the HelpDesk for assistance.

UIT Student Helpdesk

Make a note of this information now in case of a situation where you can't login to the course.

Email: helpdesk@unt.edu
Phone: 940.565-2324
Site: [UIT Help desk](#)
[Report an Issue](#)

Support Hours

Monday-Thursday	8am-midnight
Friday	8am-8pm
Saturday	8am-5pm
Sunday	noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Be mindful of the regular weekly maintenance schedule (11 pm Saturdays to 2 am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, [Report an Issue](#) online.

Policy on Server Unavailability or Other Technical Difficulties

In the event of any unexpected server outage or any unusual technical difficulty that prevents you from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to me and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. We will work with you to resolve any issues at the earliest possible time.

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Blackboard Learn
<http://it.unt.edu/blackboard-learn-information>
- Blackboard Learn technical requirements and plugins
<https://bbsupport.unt.edu/TechnicalRequirements>
- If you are new to blackboard, see short how-to videos at Blackboard's [On Demand Learning Center for Students](#)
- Blackboard Learn Student FAQs
<https://help.blackboard.com/Filter/Student>
- If you're new to online courses or unfamiliar with the learning management tools, log in and locate the [Blackboard Learn Student Orientation](#). Become familiar with the tools and tutorials within the Orientation to better equip yourself for participating in the course.
- See short how-to videos at Blackboard Learn's [On Demand Learning Center for Students](#).
- Minimum Tech Skills Needed
 - Navigating and using basic tools of Blackboard Learn
 - Using email and attaching documents
 - Creating, saving, and submitting files in DOC and PDF formats
 - Copying and pasting

STUDENT ACADEMIC SUPPORT SERVICES

Links to all of these services can be found on the [Academic Support](#) tab at the top of your course site.

- Learn how to [forward your EagleConnect email](#) to a personal email address
- Change or update your AMS password (used to log into online courses)
<https://ams.unt.edu/>
- UNT Portal <http://my.unt.edu>

UNT AND DEPARTMENTAL POLICY STATEMENTS

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via the course in Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Writing Policy: Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleagues or staff. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test

or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. For some of the major assignments in this course, you will submit your assignment to the Turnitin website linked to our class.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

EagleConnect: All announcements for the Program, University, and College are sent to your EagleConnect email account. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Tk20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Tk20 assessment system. This requires a one-time purchase of Tk20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase Tk20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding Tk20 will also be posted on this website.

TEXES Test Preparation. The UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Educational Leadership Program, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advisingoffice/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-3698601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

"Ready to Test" Criteria for Principal Certification Candidates. You will be cleared to take the TExES Principal Exam, when you are enrolled in the internship.

Copyright Notice: Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course completes. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the

copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up, (2) Find support, (3) Get advised, (4) Be prepared; (5) Get involved, and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student message.

DISTRIBUTED EDUCATION POLICY STATEMENTS IMPORTANT NOTICE FOR F-1 STUDENTS

To read INS regulations for F-1 students taking online courses, please go to this website <http://www.immigration.gov/graphics/services/visas.htm> and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the

UNT International Advising Office (telephone 940-

565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

APPENDIX A

Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA)

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Functions:

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

This Syllabus may be modified by the Instructor as needed. Any changes or modifications will be immediately communicated to all students enrolled in the course.



Attachment 3

Principal Prep

**Instructional
Coaching Protocols**



University of North Texas Educational Leadership Program

**Coaching Processes for Educational Leadership Master's
Degree and Principal Certification**



This appendix contains the following sections.

1. Discussion of our Program's Coaching Training and Processes
2. Excerpt from the Texas Administrative Code about the Internship
3. Handout for Interns and Mentors
4. The Internship Action Plan, Self-Assessment, and Professional Development Plan

Coaching Protocol

In our UNT Educational Leadership Program, both instructors and students learn and practice coaching skills.

All students take EDLE 5650, and the course focuses almost entirely on coaching. The textbook for the class is *Results Coaching* by Kee, Anderson, Dearing, Harris, and Shuster. We address coaching as a necessary process for all school leaders. Students learn to use coaching skills, including the following: active listening; reflecting/paraphrasing; and asking questions that are open-ended positive presuppositions. These coaching approaches enhance thinking about learning and help people set goals, plan, reflect, and solve problems. The students also study the coaching approaches associated with the T-TESS. They practice coaching skills with classmates and colleagues, view videos of coaching sessions, and do a video of themselves coaching a classmate or colleague. They analyze their coaching skills and receive feedback from their instructors. They also learn about coaching as a valuable method of communication to promote improved learning for the adults in the school, leading to improved learning for the students.

Of our eleven faculty members, ten have received certification in Field Supervisors Coaching Training offered by TEA through the Educational Service Centers. All of the faculty members who supervise interns participated in this training. In addition, one of the intern supervisors also teaches the coaching class described above for students, and she conducts periodic training sessions on coaching with the other two internship supervisors.

In the Field Supervisors Coaching Training, participants learned to use the skills mentioned above for students, including conducting conferences for goal setting, planning, problem-solving, and reflecting.

The participants learned about various questions to ask. See TEA's *Manual: Advanced Coaching for Field Supervisors Training*.

Our internship adheres to the TAC requirements (See TAC requirements following this coaching information.) At the beginning of the Internship, students participate in an orientation meeting with the entire group of interns (some students attend through Go-to-Meeting). Then, the Intern, the University supervisor, the Mentor Principal work together to develop an action Plan, part 1 during a Planning/Goal Setting conference. The University supervisor shares a handout about the expectations for Mentors and Interns. (See handout following the TAC information.) After the planning/goal setting meeting, the Intern works to implement the plan, and the Mentor Principal provides guidance throughout the internship. The university supervisor meets with and observes the Intern at least 3 more times (face to face/electronically). The University supervisor uses a form we have developed to record ideas and feedback for the observation/conference. These observations and conference can help students reflect on their learning and solve problems. The University supervisor also conducts one other mid-Internship meeting of all of the interns (some attend using Go to Meeting) where interns share ideas and reflect on what they are learning. The last meeting is a reflection conference at the end of the internship. In conjunction with this conference, the intern submits the Action Plan, part 2, detailing accomplishment of the plan. The Mentor Principal does an evaluation of the Intern, and both supervisors give the Intern feedback. After the conference, the intern reflects on learning from the internship by submitting a reflection paper and participating in an online discussion with fellow interns. In addition, the Interns do a self-assessment and develop a personal plan for future professional development.

During the Advanced Coaching Training for Field Supervisors, participants learned many different questions, and the manual that all participants received gives many examples of open-ended questions that are positive presuppositions. Below are suggested coaching questions for the conferences adapted from the Manual and from *Results Coaching* by Kee. Supervisors also use these resources to develop other question to address various situations. Throughout all of the conferences, the supervisors use reflective listening, clarifying questions, and encouragement.

Goal-setting/Planning Conference (Pre-conference)

1. What do you want to achieve in your internship—what are your goals? (To site supervisor: *What do you hope the intern will accomplish in this internship?*)
2. What projects do you plan to implement and what on-going tasks are you planning to do? (To Mentor Principal: *What projects and tasks do you see for this intern?*)
3. What will this look like, feel like when you have accomplished these goals? (To Mentor Principal. *Same Question.*)
4. Considering all of the goals/projects/activities you have mentioned, how would you prioritize them? (To Mentor Principal: *What would be your or the school's greatest priorities?*)
5. As you consider the ways to achieve these goals, what will be the strategies you will use? Let's identify the top 8 or 9 strategies you hope to use.
6. Let's work together to complete the action plan.
7. What resources and other people will assist in accomplishing these goals? (To Mentor Principal: *Same question*)
8. As you look at the goals and strategies, how do they fit with the Principal competencies?

9. What are the behaviors you see as most important in completing the internship successfully? (To Mentor Principal: *What do you see as your role in supporting the intern?*)
10. Let's recap and summarize your goals and strategies in the action plan for the internship.
11. How has this conference helped you develop your action plan? (To Mentor Principal: *How do these goals and strategies support your schools goals? How can we work together to help the intern and your school achieve goals?*)

Reflection Conferences throughout the Internship.

1. How do you feel about your accomplishments/tasks so far?
2. What data supports your feelings about these accomplishments/tasks?
3. What did you do to get the results you achieved? What specifically impacted your results?
4. If you were to do this task again, what would you want to repeat? Refine? Eliminate?
5. How has this conversation supported your reflective practices?

Problem-Solving Conferences throughout the Internship

1. You seem really concerned or worried about this issue. (Discuss the problem more fully with the intern, listening and paraphrasing.)
2. If a miracle were to occur, what would have happened to achieve the most positive outcome
3. You are seeking the most effective strategies to overcome this problem (or apply to this situation).
4. What actions or strategies have you used in the past that might be applied to this situation
5. What compels you to ensure the solution you want in this situation?
6. Your courage and commitment to the success of the school have created a clear vision of your goal.

Reflection Conference at the end of the Internship.

1. How do you feel about your accomplishments of the overall action plan for the internship?
2. What data supports these feelings about your accomplishments?
3. What did you do to get the results you achieved? What specifically impacted your results?
4. When you have to do these tasks in an administrative role in the future, what would you want to repeat, Refine? Eliminate?
5. How did your tasks relate to the Texas Principal competencies?
6. How did our conversations throughout the internship help you in your reflective practice?

In our Field-Based Internship, we follow these requirements.

Texas Administrative Code, §228.35(h)

Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback

through an individualized, synchronous, and interactive post-observation conference with the; and provide a copy of the written feedback to the candidate's site supervisor. Neither the-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience. (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting. (3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.(4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Our UNT Program adheres to the requirements for the Field Based Practicum. However, at UNT, we call that experience, the Internship. We also have another course called the Practicum, and it also includes some field based experiences.

The field supervisor is also referred to in some of our documents as the mentor principal, site supervisor, or supervising administrator.

Handout for Intern and Mentor

Guidance for Mentoring Interns in Educational Leadership

EDLE 5500: Internship in Educational Leadership

This document is designed to assist Mentor administrators and UNT students enrolled in the Internship course. You will find included general information about Mentoring and a list of suggested best practices for both Mentors and Interns.

Mentoring Aspiring School Leaders

Mentoring plays a critical role in the preparation of effective and successful school leaders. Those who aspire for a role as a school leader greatly benefit from association with and guidance from the campus administrator who is concerned about the ongoing professional development of the Intern. The provision of a variety of opportunities to observe and experience “hands-on” activities associated with school leadership is a vital component of the total Internship experience.

Thank you in advance for support, guidance, and encouragement you provide for the Intern during this course. You have and will play a critical role in preparing leaders for the schools that future students and staff will know as “home.”

The Basics of Good Mentorship

Below are several mentoring best practices the Mentor might consider.

1. Engage Interns in Ongoing Conversations

A simple “hello” in the hallway can make a big difference. When time permits, ask Interns about recent administrative-related experiences, new learning about leadership and administration, and how they perceive the school environment from the principal’s perspective.

Let the Intern know that they are welcome to talk with you during times when you can be available to them.

Be proactive in keeping in contact with Interns. It is ultimately the responsibility of the Intern to initiate contact with you, but it may make a difference when you initiate the contact.

2. Provide Constructive and Supportive Feedback

Provide Interns a forthright assessment of their work. Do not assume that Interns will know what you think about their work.

Be sure to provide feedback on the Intern’s work in a timely manner. A delay in responding may send a message you do not intend to send. Temper any criticisms with praise when either is deserved. Remind Interns that you are holding them to high standards so as to help them continually improve knowledge, skills, and leadership-related behaviors.

If the Intern falls behind in agreed-upon tasks, don’t automatically assume that this reflects a lack of commitment. Speak with the Intern to see what is going on. There could be a variety of issues that have impacted the pace of completing the tasks.

3. Provide Encouragement and Support

Encourage Interns to discuss ideas and questions, including those that may seem to be naive or those that reflect out of the box thinking.

Encourage Interns to try new approaches and to continually expand their skills and knowledge about effective school leadership.

Let Interns know it is okay to make mistakes. Remind them how all can learn from failures and near-successes. Share one of your negative experiences and what you learned from it.

Encourage Interns to break large tasks into smaller ones to avoid being overwhelmed by demands of that task. Provide examples.

4. Help Foster Networks

If you cannot provide something the Intern may need or request, suggest to her or him other people who might be of assistance – other teachers, a principal in another school, central office administrators, and former Interns or community members.

Bring the Intern with you to your administrative meetings and introduce him or her to your colleagues and supervisors.

5. Look Out for the Intern's Interests

Let Interns know early in the Internship that you want them to succeed.

Create opportunities for Intern to demonstrate their competencies. For instance, take Interns to meetings and conferences so that they can gain some visibility. You might ask them to lead or present an issue or discussion at a faculty meeting.

If you feel the Intern is well prepared, you might suggest or nominate him or her for a district committee assignment and other projects outside the home campus.

6. Treat Intern Students with Respect

Give Interns your full attention when talking with them. Try to minimize interruptions during your meetings with them so they can experience a more personalized time with you.

Develop a system for remembering previous conversations with the Intern and review those notes prior to any scheduled meetings.

Tell the Interns what you learn from them. They might better realize how they can be viewed as a colleague.

Acknowledge regularly the skills, knowledge, and experiences that Interns bring with them as they serve as an administrative Intern.

7. Provide a Personal Touch

Interns will likely need to regularly review or discuss the problems they encounter as they carry out assigned tasks. Being open and approachable is particularly important when an Intern may have limited experiences in leadership or school-wide visibility.

Assist the Intern in finding creative solutions to issues that arise.

Clarifying Expectations

Problems in Mentorship may occur because of misunderstandings about the expectations supervisors and Interns have of one another. To avoid this happening, you may want to discuss goals and timelines for the Intern, how frequently you plan to meet with the Intern, how often you will provide feedback about progress, and your work style and the way you work with Interns.

Always feel free to contact the university supervisor with any issue related to the Intern or the course expectations. Contact information for the instructor is located on the first page of this document.

Expectations of the Intern

The Intern should:

1. **Be Proactive** – take the initiative in seeking out interactions and conversations with the Mentor and other school leaders.
2. **Find Multiple Mentors** - Instead of expecting the supervisory administrator to meet all mentoring needs, select multiple mentors to increase the opportunities for learning.
3. **Have Realistic Expectations of Your Mentors** – The Intern should identify what he or she may need from the Mentor and explicitly ask for those things.
4. **Be Visible** – The Intern should understand the importance and value of being regularly visible when aspiring for school leadership roles.
5. **Take the Work Seriously** – Interns should make the transition to the vision for themselves as potential administrators. Figuratively, wear the “Principal’s Glasses” at every opportunity.
6. **Be Responsible** – The Intern should follow through on all commitments, including being at scheduled meetings, carrying out agreed upon tasks, and planning well in advance with a timeline and list of needed resources for any task undertaken.
7. **Show Commitment to the Profession** – The Intern needs to demonstrate that he or she is fully involved in the school and seek out opportunities for continuing personal professional development.
8. **Receive Criticism or Feedback in a Professional Manner** – The Intern needs to accept critiques of her or his work in a professional manner and be willing to consider other points of view or actions to take.

9. Continue to Assist and Learn from School Leaders – After the Internship concludes, the Intern should continue to volunteer for leadership opportunities, be visible in the school and District, and continue to learn from those in campus leadership roles.
10. Let Mentors Know You Appreciate their Advice and Support - The Mentor will welcome acknowledgment that the Intern appreciates and welcomes the time and energy the mentor is spending devoted to the Intern's professional development.

Internship Action Plan and Professional Development Plan

Interns do the Internship Action Plan and Create a Professional Development Plan for their own future professional growth. At the beginning of the internship, students participate in at least one goal setting conference with the site administrator and the university supervisor. Then, the supervising administrator and the university supervisor monitor the intern's progress and Interns submit progress reports about the tasks they have accomplished and an on-going log of the time spent in these tasks. The supervisors also conduct a meeting at approximately the mid-point of the internship. Toward the end of the internship, the university supervisor conducts a reflection conference with the intern and the site supervisor and the university supervisor conduct an evaluation and give feedback.

Instructions to Students:

Submit the following four assignments to the electronic portfolio system, TK20. Other Internship Assignments will be submitted to the Blackboard course only.

Action Plan – Part 1

Action Plan – Part 2

Internship Field Documentation – includes your Log of Hours and Activities and the "Final Evaluation by Cooperating Administrator." The Instructor will complete the section in this Tk20 Assignment area that documents the contacts between the Intern and the Instructor during the course.

Self-Assessment and Professional Development Plan

All four completed documents will also be submitted in the Assignments area of the Blackboard course.

Your Supervising Administrator will also complete an Evaluation and your University Supervisor will enter, in TK20, the results of the visits and conference throughout the Internship.

1. Internship Action Plan - Part 1—Planning and Goal Setting

The first document to complete is the **Action Plan, Part 1**. You will develop this plan with your Supervising Administrator and your University Supervisor. In this document, you will identify actions, projects, and goals planned for your Internship. Choose at least three projects to complete in the internship and also identify on-going activities you will complete as part of your internship. Refer to the Texas Principal Domains and Competencies to show how your projects and activities address these domains and competencies. As you are developing your plan consider the Texas Principal Domains and competencies.

Relation of these projects and activities to the school's needs and goals; to the Texas Principal Competencies; and to the intern's areas of strength and/or growth.

2. Internship Action Plan - Part 2: Results and Reflections

At the end of the internship, you will complete **Internship Action Plan, Part 2**, where you will reflect on and document the accomplishments and results of your plan. You may not be able to have experiences in all of these areas, but the internship experience should give you a broad understanding of the Texas Principal Competencies.

Results and Reflections on Projects and Goals; Lessons Learned

Results and Reflections on Daily Activities; Lessons Learned

Relation of these projects and activities to the school's needs and goals; to the Texas Principal Competencies; and to the intern's areas of strength and/or growth.

3. Self-Assessment and Professional Development Plan

You will complete the Self-Assessment Form and use it as you complete the Professional Development Plan. The completed Professional Development Plan can be a guide for your continuing professional growth.

Self-Assessment

Rate yourself in each of the following areas from the Texas Principal Competencies The purpose of this assessment is to help you identify your own strengths and areas for future growth and use this information to create a professional development plan for yourself.

	5	4	3	2	1
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DOMAIN I — SCHOOL CULTURE (School and Community Leadership) Competency 001 <i>The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</i>					
	5	4	3	2	1
DOMAIN I — SCHOOL CULTURE (School and Community Leadership) Competency 002 <i>The beginning principal knows how to work with stakeholders as key partners to support student learning.</i>					
	5	4	3	2	1
DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 003 <i>The beginning principal knows how to collaboratively develop and implement high-quality instruction.</i>					
	5	4	3	2	1
DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 004 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.					
	5	4	3	2	1
DOMAIN III — HUMAN CAPITAL (Human Resource Management) Competency 005 <i>The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.</i>					
	5	4	3	2	1
DOMAIN III — HUMAN CAPITAL (Human Resource Management) Competency 006 <i>The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</i>					
	5	4	3	2	1
DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) Competency 007 <i>The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.</i>					

	5	4	3	2	1
Competency 008 <i>The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</i>					
	5	4	3	2	1
DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 009 <i>The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.</i>					
	5	4	3	2	1
DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 010 <i>The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</i>					
	5	4	3	2	1
DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY Competency 011 <i>The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</i>					
can develop and implement procedures for crisis planning and responding to crisis					
	5	4	3	2	1
Planning, Implementation, and Professionalism Demonstrates planning and implementation skills by completing and following through on the Action Plan. Demonstrates professionalism in interactions with colleagues, students, parents, and community members.					

Professional Development Plan

After you have completed this assessment, develop a plan for your next steps and future plans for refining any areas needing growth and building on the strengths you have identified.



Attachment 4

Principal Prep

**Evaluation Process
and Metrics**

Assessments and Metrics

The Educational leadership Program at the University of North Texas conducts a number of assessments to measure the progress of our students. We have the Texas Examination of Educator Standards (TExES) and seven other Key Assessments.

TExES

There were 187 test takers in 2016-2017, and our overall passing rate was 89%. Two reports included in this appendix disaggregate and provide an analysis of the TExES scores. Our Southern Association of Colleges and Schools (SACS) Accreditation Report considers results from the TExES and one of our other Key Assessments. This report addresses multiple years. The next report is for 2016-2017 and compares our scores with the total scores of test takers across the state by Principal competency. We were above the state average for all competencies. We use these reports to determine areas of strength and areas for improvement.

Other Key Assessments and Rubrics

EDLE 5330 Best Practices in Instructional Leadership

EDLE 5400 Budget Simulation and Presentation

EDLE 5610 School and Community Involvement Plan

EDLE 5650 Instructional Supervision and Professional Development Assessment

EDLE 5680 Digital Portfolio and Digital Portfolio Rubric

EDLE 5700 Impact on Student Learning Field-Based Assessment

EDLE 5500 Internship Action Plan: Parts 1 and 2 and Professional Development Plan

Assessment: Assessment Unit Four Column



PROGRAM (COE) 2789 - EDUCATIONAL LEADERSHIP MED (Formerly ED ADMIN)

Vision: The vision of the Educational Administration includes regional and national recognition for excellence in leadership, teaching, scholarship, and service. We will achieve the vision through faculty and student research, learner-centered instruction, and collaborative partnerships. Faculty, staff, and students are committed to ethical leadership, inquiry and shared discovery, best professional practices, effective use of technology, and the value of diversity.

Mission: The mission of the Educational Administration program is to develop leaders who have the skills, knowledge, and commitment to create educational success for all students.

Expected Outcomes	Assessment Methods	Results	Recommendations
<p>Outcome #8: Texas Principal Competencies, Domain III, Administrative Leadership - A</p> <p>student in the Educational Leadership ME.D. Program will apply principles of effective leadership and management in the areas of budgeting, personnel, resource utilization, financial management, facilities management, technology use, and school safety.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 09/01/2011</p>	<p>Standardized Test - The Texas Examination of Educator Standards (TExES) is the certification test that students must pass in order to achieve their Texas Principal Certificate. It is an assessment in which students demonstrate content knowledge and read decision sets in which they choose the best course of action to deal with school issues. The test has three domains, Community Leadership, Instructional Leadership, Administrative Leadership.</p> <p>Criterion: At least 85% of the students will have a scale score of 70 or greater on Domain III, Administrative Leadership, on the TExES.</p> <p>Schedule: The test is given several times each semester, but students can choose when to take the test</p>	<p>Change Status: Change Recommended</p> <p>Result Type: Criterion Met</p> <p>For the 2016-2017 school year, fall, spring, and summer. 187 students took the test. The test results indicate that 88% scored 70 or higher on Domain III of the test. This was 4% higher than the 2015-2016 results even though we had 30 more test takers than we had in 2015-2016. (09/17/2017)</p> <p>Academic Cycle: 2016 - 2017</p> <p>Related Documents:</p> <p>Principal Data 9-1-2016 to 8-31-2017 Domain 3.xlsx</p>	<p>Recommendation: Even though our program met the criterion required for this learning outcome, we would like our program to have at least 90% of the students having a score of at least 70 Domain III of the exam. During the 2017-2018 school year, we will be revising our courses to meet new Texas Principal domains and competencies that will be assessed on the TExES during the 2018-2019 school year. The content of domain III will still be assessed on the new test, but the domain number will be different. In addition, as the data are reported now, the the TExES results do not allow us to see the results at the competency level, and Domain III consists of 2 competencies. We have added a</p>

after they begin their internship.

new instructor to our program, who, in addition to her teaching responsibilities, is going to help in monitoring students' progress on the Domains and also determine methods to see results at the Competency level. This will help us be more specific in determining the weaknesses and strengths of our program. We are also instituting a structured monitoring system where all students take a practice test here at UNT or through certifyteacher.com and then participate in a thorough review based on identified weaknesses before they take the TExES. We tried the certifyteacher.com materials several years ago, but we have discovered that we did not implement the program with fidelity and follow up. Several of our faculty members have recently received training in the best ways to use certifyteacher.com not just as a test taking process but as a process to review the competencies and domains with specific, useful skills and information.

Finally, we will continue to revise and update our courses 5400 and 5610 that deal with Domain III, and we will ensure that EDLE 5700, which addresses all of the competencies, emphasizes Domain III, competencies 8 and 9. The instructors of the Internship,

internship supervisors to involve interns in budgeting, facilities, resource management, and safety, including crisis planning.

We will analyze the 5390 class and the 5650 class to see that Personnel Management issues are addressed. (09/17/2017)

Follow-Up: To follow up on the recommendations we made in the 2015-2016 report: We mentioned that we had revised the EDLE 5400 course to deal more directly with campus level budgeting instead of quite so much emphasis on the state finance system. This change was based on some feedback from the instructors of the course and from practicing school asst.

superintendents who gave us input in what principal really needed to know to be successful campus-level administrators.

These changes were well received by the students and our passing percent on this Domain was higher even though we had 30 more test takers. We did not do one of our recommendations, which was to raise the score on these earning outcomes. We decided to leave the learning outcome with the same wording, but strive to surpass the major criterion. Since the domains and competencies will change after next year, we will need to revise our wording at that time.

(09/17/2017)

Change Status: Change Recommended**Result Type:** Criterion Not Met

For the 2015-2016 school year, there were 157 students who took the examination. The test results indicate that 83%, had a score of 70 or above on Domain III.

(10/04/2016)

Academic Cycle: 2015 - 2016

Related Documents:

Principal exam results Domain III.xlsx

Recommendation: Our program

has continued to grow, making for a large number of students who are taking the test. We have already required that students wait until the internship (their last class) to take the test. We also emphasize that students should take a practice test if they are near enough to come to come to campus for the practice test. Since many of our students are not near our campus, we will develop some way to provide support online. We tried to do that with the certifyteacher.com program, but we want to evaluate other options. We have also started tutoring sessions and are trying to emphasize skills needed for the test in our internship. We revised our EDLE 5400 course to make sure that it addressed campus level budgeting more fully. We also added assignments on school safety to EDLE 5610 and EDLE 5700. However, we will continue to emphasize these areas. We are changing some of the activities in EDLE 5700, The Practicum, to make sure the competencies in Domain III are emphasized. Even though the criterion for this outcome was not met, we plan to raise the criterion next year to a score of 80 instead of 70. That will help us ensure that the students pass the test (all three domains) with a score of 240. (We do still have an overall passing rate for the whole exam of 86%, but we

want that to be 90% or above.).
(10/04/2016)

Follow-Up: Last year, we had not fully instituted the process of requiring students to wait until their last class (the Internship) to take the test. That process was fully in place this year. It did not have a noticeable effect on our scores, but we believe it will over time because we will avoid situations where a student might be able to take the test very early in the program. We have also continued to encourage students to take the Practice Test if they live close enough to our campus to take it. However, a number of our students live far away from our campus; so coming to the campus for the practice test is not feasible. Purchasing the certifyteacher.com program did not seem to help students very much. Some reported that the program helped, but we had some communication difficulties in letting the students know about how to access it, etc. During the 2015-2016 school year. We had 4 workshops for students and provided tutoring for 15 students who were experiencing difficulty with the test. (10/06/2016)

Change Status: Change Recommended
Result Type: Criterion Not Met

Our program has grown during the last year, and 106 Students took the test. The overall passing rate is still high, 90%. However, only 53% of the students had a scale score of 80 or greater. (09/21/2015)

Recommendation: In 2014, we recommended instituting a plan that would ensure that our students did not take the examination until they were near the end of the program. We had a

number of people who were taking the test after taking only one or two classes. We did follow through on that recommendation, but we did not do that until the end of the summer of 2015. We have that in place now. In addition, we have encouraged students to take the practice examination if they are close enough to campus to take the examination; we purchased an online program, certifyteacher.com to assist students with exam preparation; and we held 2 review sessions led by one of our instructors. We also evaluated our curriculum to determine whether the Texas Principal Competencies were addressed. We found that we addressed most of the competencies very well; however, the analysis of our curriculum showed a lack of attention to campus-level budgeting. We revised the curriculum of EDAD 5400 to include more information about campus-level budgeting. We have already added some activities and assessments concerning school safety in EDAD 5610. Recommendations: We will purchase certifyteacher.com again for students who do not do well on practice tests; we will continue to have tutoring sessions for students; and we will continue to evaluate our curriculum to make sure Texas Principal Competencies are fully addressed. This domain is

still the lowest of all 3 domains on the test. We will implement the revised curriculum for EDAD 5400 in the spring of 2016 and continue to emphasize school safety in 5610. (09/21/2015)

Change Status: Change Recommended

Result Type: Criterion Not Met

In the 2013-2014 school year, 78 students took the Texas Examination of Educator Standards (TExES). Although the overall passing rate for the examination is still high, for Domain III, the scores dropped, and only 75% of the students scored at 240 or greater. Our scores were still slightly above the state level on this Domain. (12/08/2014)

Recommendation: We will use the CertifyTexas online program to assist our students in a review of all of the Texas Principal's Competencies in Domain III. (12/08/2014)

Recommendation: Our program enrollment has tripled in the last year, and that is good. However, we have more students taking the test. We need to ensure that all students are sufficiently prepared for the test. Many universities require the students to finish all of the courses before taking the test. We have not had a rule like this, and students can take the test as soon as their certification plan is on file. That plan is filed in their first class. Possibly, students could have taken the test when they had taken only one or two classes. We are going to institute a plan where they have to have taken most of the classes before they take the test. In addition, we used to have a practice exam as part of one of our courses. We have taken that out, but, starting this year, we will encourage students to take the practice exam. (12/08/2014)

Change Status: No Change
Result Type: Criterion Met

Recommendation: We implemented the changes

During the 2012-2013 school year, 43 students took the Texas Examination of Educator Standards (TExES). For Domain III, 86% of the students passed, making a score of 70% or better. (10/22/2013)

recommended in last year's report in that we removed most of the information about human resources management from the School Resources class to allow more time in EDAD 5400 for budgeting, financial management, technology use, and school safety. We added the the human resources management information to another class. However, the changed curriculum was only implemented in the spring and summer semesters; so we have not experienced this changed curriculum for a sufficient amount of time to determine the effectiveness of our change. We will stay with these changes and continue to emphasize areas of Administrative Leadership. (10/22/2013)

Change Status: No Change

Result Type: Criterion Met

Forty-four students took the Texas Examination of Educator Standards during the 2011-2012 school year. Thirty nine of the students (87%) scored at 70% (240) or above on Domain III. (10/23/2012)

Related Documents:

[2012_Prin_exam_results](#)

Recommendation: Even though our program achieved the goal set for this Domain concerning Administrative leadership, this Domain had the lowest number of passing scores among the three domains. In addition, the average score was the lowest of the three domains. Also, the scores reported here show only one score for each student, and we had two students who failed the test several times. We plan to continue to address problems in our students' knowledge of budgeting, facilities, and school safety. We have revised our curriculum to allow more emphasis on facilities and safety

planning in our course EDAD 5400, school resources. Some of the information that had been in this class concerning human resources has been moved to another class; so we should have more time to address school facilities and safety planning. (10/23/2012)

Outcome #9: Texas Principal Competencies, Domain II, Instructional Leadership - A student in the ME.d. program in Educational Leadership Program will demonstrate effective instructional leadership skills in the areas of curriculum, instruction, assessment, and supervision.

Outcome Status: Active

Outcome Type: Student Learning Outcome

Start Date: 09/01/2011

Standardized Test - The Texas Examination of Educator Standards (TEXES) assesses instructional leadership skills and knowledge in Domain II.

Criterion: At least 85% of the students will have a scale score of 70 or greater on Domain II, Instructional Leadership, on the TEXES.

Schedule: The test is given several times per semester, but students can take it at any time after they have been approved for the internship.

Change Status: Change Recommended

Result Type: Criterion Not Met

During the 2016-2017 school year, fall, spring, and summer, 187 students took the TEXES Principal Exam. Of those students, 84% scored at least 70 on domain II of the exam. This was 5% higher than the 79% that scored at this level in 2015-2016 even though we had 30 more test takers. (09/17/2017)

Academic Cycle: 2016 - 2017

Related Documents:

[Principal Data 9-1-2016 to 8-31-2017 Domain 2.xlsx](#)

Recommendation: We did not meet the criterion level for this outcome, but we improved 5%. However we also want to continue to improve so that at least 90% of the students scoring 70 or above on on Domain II.

During the 2017-2018 school year, we will be revising our courses to meet new Texas Principal domains and competencies that will be assessed on the TEXES during the 2018-2019 school year. The content of domain II will still be assessed on the new TEXES, but the domain number will be different. In addition, at this time, the data from TEXES results does not allow us to see the results at the competency level, and domain II consists of 4 competencies. This makes it very difficult to determine which competency areas are most in need of improvement. We have added a new instructor to our program, who, in addition to her teaching responsibilities, is going to help in monitoring students' progress on the domains and also determine methods to see results at the competency level. This will help us

be more specific in determining the weaknesses and strengths of our program. We are also instituting a structured monitoring system where all students take a practice test here at UNT or through certifyteacher.com and then participate in a thorough review based on identified weaknesses before they take the TExES. We tried the certifyteacher.com materials several years ago, but we have discovered that we did not implement the program with fidelity and follow up. Several of our faculty members have recently received training in the best ways to use certifyteacher.com not just as a test taking process but a process to review the competencies and domains with specific, useful skills and information.

We will continue to update our courses 5680, 5330, and 5650 that specifically address competencies in Domain II, and we will ensure that EDLE 5700, which addresses all of the competencies, continues to emphasize Domain II, competencies 4, 5, 6 and 7. In addition, competency 7 engages students in decision-making and problems solving. Those skills are addressed in a number of our courses, but we will study and determine where these skills are addressed specifically and determine which Domain II

competencies are addressed in 5600, 5620, and 5630, and, if the competencies are not clearly identified, ensure that we have done that and are incorporating them more directly.
(09/17/2017)

Follow-Up: To follow up on the recommendations we made in the 2015-2016 report: We mentioned that we had added data analysis sections to EDLE 5680, and we implemented those changes successfully. We found a few errors in the data analysis activities and a few instances where the explanations needed to be more direct for some of our students. We corrected any errors and also updated the explanations so that, when we teach that class this year, that information will be clearer. This addition of data analysis was well received by the students and our passing percent on this Domain was higher even though we had 30 more test takers. We did not do one of our recommendations, which was to raise the score on these earning outcomes. We decided to leave the learning outcome with the same wording, but strive to surpass the major criterion. Since the domains and competencies will change after next year, we will need to revise our wording at that time (09/17/2017)

Change Status: Change Recommended
Result Type: Criterion Not Met

Recommendation: Our program has continued to grow, making for

In the 2015-2016 school year, 157 students took the test. Of the scores, 123 tests or 78% were scored at 70 or above on Domain II, Instructional Leadership. (10/04/2016)

Academic Cycle: 2015 - 2016

Related Documents:

[Principal Exam results Domain II.xlsx.xlsx](#)

a large number of students who are taking the test. We have already required that students wait until the internship (their last class) to take the test. We also emphasize that students should take a practice test if they are near enough to come to come to campus for the practice test. We have also started tutoring sessions and are trying to emphasize skills needed for the test in our internship. We have added activities for data analysis (competency 4 in Domain II) in EDLE 5680 and EDLE 5700. We are changing some of the activities in EDLE 5700, The Practicum, to make sure the competencies in Domain II are emphasized. Even though the criterion for this outcome was not met, we plan to raise the criterion next year to a score of 80 instead of 70. That will help us ensure that the students pass the test (all three domains) with a score of 240. (We still have an overall passing rate for the whole exam of 86%, but we want that to be 90% or above.). (10/05/2016)

Follow-Up: Last year, we had not fully instituted the process of requiring students to wait until their last class (the Internship) to take the test. That process was fully in place this year. It did not have a noticeable effect on our scores, but we believe it will over time because we will avoid situations where a student might

be able to take the test very early in the program. We have also continued to encourage students to take the Practice Test if they live close enough to our campus to take it. Purchasing the certifyteacher.com program did not seem to help students very much; so we decided to use the subscriptions we had and not purchase any more. Some reported that the program helped, but we had some communication difficulties in letting the students know about how to access it, etc. During the 2015-2016 school year. We had 4 workshops for students and provided tutoring for 15 students who were experiencing difficulty with the test. We also added more emphasis on Competencies 4 and 7 to EDLE 5680 and EDLE 5330. (10/06/2016)

Change Status: Change Recommended

Result Type: Criterion Not Met

Our program has grown, and 106 students took the test. The passing rate overall for the test was still high, 90%. However, on Domain II, only 64% of the students made a scale score of 80 or greater. (09/21/2015)

Related Documents:

[Principal exam results Domain II.xlsx.xlsx](#)

Recommendation: In 2014, we recommended instituting a plan that would ensure that our students did not take the examination until they were near the end of the program. We had a number of people who were taking the test after taking only one or two classes. We did follow through on that recommendation, but we did not do that until the end of the summer of 2015. We have that in place now. In addition, we have encouraged students to take the practice examination if they are close enough to campus to take the

examination; we purchased an online program, certifyteacher.com to assist students with exam preparation; and we held 2 review sessions led by one of our instructors. We also evaluated our curriculum to determine whether the Texas Principal Competencies were addressed. We found that we addressed most of the competencies very well; however, we found a few shortcomings, especially in competencies 4 and 7. Recommendations: We will purchase certifyteacher.com again for students who do not do well on practice tests; we will continue to have tutoring sessions for students; and we will continue to evaluate our curriculum to make sure Texas Principal Competencies are fully addressed. We will develop activities to emphasize problem-solving and decision-making, which are two of the skills measured on competency 7 (part of Domain II). We will include these in EDAD 5330. We will also emphasize the strategic planning aspects of competency 4 in EDAD 5680. (09/21/2015)

Change Status: Change Recommended

Result Type: Criterion Not Met

In the 2013-2014 school year, 78 students took the Texas Examination of Educator Standards (TExES). Although the overall passing rate for the examination is still high, for Domain II, the scores dropped, and only 77% of the students scored at 240 or greater. Our scores were still slightly above the state level on this Domain. (12/08/2014)

Recommendation: We will use the CertifyTexas online program to assist our students in a review of all of the Texas Principal's Competencies in Domain II. (12/08/2014)

Recommendation: Our program enrollment has tripled in the last

year, and that is good. However, we have more students taking the test. We need to ensure that all students are sufficiently prepared for the test. Many universities require the students to finish all of the courses before taking the test. We have not had a rule like this, and students can take the test as soon as their certification plan is on file. That plan is filed in their first class. Possibly, students could have taken the test when they had taken only one or two classes. We are going to institute a plan where they have to have taken most of the classes before they take the test. In addition, we used to have a practice exam as part of one of our courses. We have taken that practice exam out of the required class, but, starting this year, we will encourage students to take the practice exam. (12/08/2014)

Change Status: Change Recommended**Result Type: Criterion Met**

During the 2012-2013 school year, 43 students took the Texas Examination of Educator Standards (TExES), and 86% scored at least 70% mastery (240). Our students achieved the criterion required for this outcome. However, the mastery level was lower than last year's scores. (10/22/2013)

Recommendation: Our students met the criterion, but the overall average passing score was lower than last year's scores (from 93% to 86%). For our last year's report, we recommended doing a better follow up to remediate students who fail the test. We made some attempts in this area, but we did not implement the recommendations in a systematic manner. The master's advisor is going to work with students who have difficulties in a practice test that will be taken toward the end

Expected Outcomes

Assessment Methods

Results

Recommendations

of the program. (10/22/2013)

Change Status: No Change

Result Type: Criterion Met

Forty-four students took the Texas Examination of Educator Standards (TExES) during the 2011-2012 school year. Forty-one of the students (93%) of the students scored at least 70% (240) on Domain II of the TExES demonstrating their instructional leadership skills and knowledge. (10/23/2012)

Related Documents:

[TExES Principal domains 2011-2012.xls](#)

Recommendation: This domain had the highest scores of the three domains; so our students are learning skills and knowledge for instructional leadership. However, the overall average score for the whole examination is 252 for a test with a passing score of 240; so we will continue to improve our curriculum in all three domains. In addition, the two students who failed the test more than once are of great concern. We are planning to do a more structured follow-up with a practice examination to identify students who need remediation. (10/23/2012)

Outcome #10: Texas Principal Competencies, Domain I, School-Community Leadership - A student in the Educational Leadership ME.D. Program will apply principles of effective leadership to the areas of campus culture, vision, communication, and ethical and legal principles.

Outcome Status: Active

Outcome Type: Student Learning Outcome

Start Date: 09/01/2016

Standardized Test - The Texas Examination of Educator Standards (TExES) is the certification test that students must pass in order to achieve their Texas Principal Certificate. It is an assessment in which students demonstrate content knowledge and read decision sets in which they choose the best course of action to deal with school issues. The test has three domains, Community Leadership, Instructional Leadership, Administrative Leadership.

Criterion: At least 85% of the scores on the TExES will at 70 or above on Domain I on the TExES.

Schedule: The test is given several times per semester, but students can choose when they take the

Change Status: Change Recommended

Result Type: Criterion Met

During the 2016-2017 school year, fall, spring, and summer, 187 students took the TExES Principal Exam. Of those students, 90% scored at least 70 on domain I of the exam. This was 6% higher than the 84% that scored at 70% or above in 2015-2016 even though there were 30 more test takers. (09/17/2017)

Academic Cycle: 2016 - 2017

Related Documents:

[Principal Data 9-1-2016 to 8-31-2017 Domain 1.xlsx](#)

Recommendation: We met and surpassed the criterion for this learning objective. However we also want to continue to improve so that at least 95% of the students scoring 70 or above on Domain I. During the 2017-2018 school year, we will be revising our courses to meet new Texas Principal domains and competencies that will be assessed on the TExES during the 2018-2019 school year. The content of domain I will still be assessed on the new test, but the domain number will be different. In addition, at this time, the data from TExES results does not allow us to see the results at the competency level, and domain I

Expected Outcomes	Assessment Methods	Results	Recommendations
	examination after they have been approved to do the internship.		<p>consists of 3 competencies. This makes it very difficult to determine which competency areas are most in need of improvement. We have added a new instructor to our program, who, in addition to her teaching responsibilities is going to help in monitoring students' progress on the domains and also determine methods to see results at the competency level. This will help us be more specific in determining the weaknesses and strengths of our program. We are also instituting a structured monitoring system where all students take a practice test here at UNT or through certifyteacher.com and then participate in a thorough review based on identified weaknesses before they take the TExES. We tried the certifyteacher.com materials several years ago, but we have discovered that we did not implement the program with fidelity and follow up. Several of our faculty members have recently received training in the best ways to use certifyteacher.com not just as a test taking process but a process to review the competencies and domains with specific, useful skills and information.</p> <p>Finally, we will continue to update our courses 5330, 5610, and 5390 that most specifically address competencies in Domain I, and</p>

we will ensure that EDLE 5700, which addresses all of the competencies, continues to emphasize Domain I, competencies 1, 2, and 3. (09/17/2017)

Follow-Up: To follow up on the recommendations we made in the 2015-2016 report: We did analyze our courses 5610 and 5330 and made some minor changes to ensure that school culture and collaboration with families were emphasized. In addition, EDLE 5650 added more information on communication and listening skills. These skills can enhance communication with the community and improve school culture. Our passing percent on this Domain was higher than last year's score though we had 30 more test takers. We did not do one of our recommendations, which was to raise the score on these earning outcomes. We decided to leave the learning outcome with the same wording, but strive to surpass the major criterion. Since the domains and competencies will change after next year, we will need to revise our wording at that time (09/17/2017)

Change Status: Change Recommended**Result Type:** Criterion Not Met

In 2015-2016, 157 students took the test. Of those scores, 132 were 70 or above: so 84% of the scores were above 70. (10/05/2016)

Academic Cycle: 2015 - 2016

Related Documents:

Recommendation: Our program has continued to grow, making for a large number of students who are taking the test. We have already required that students wait until the internship (their last

Principal exam results Domain I.xlsx

class) to take the test. We also emphasize that students should take a practice test if they are near enough to come to come to campus for the practice test. We have also started tutoring sessions and are trying to emphasize skills needed for the test in our internship. During the 2016-2017 school year, we will do some revisions of the curriculum in EDLE 5330 and 5610 to ensure that competencies related to vision and collaborating with families are emphasized. We are changing some of the activities in EDLE 5700, The Practicum, to make sure the competencies in Domain I are emphasized. Even though the criterion for this outcome was not met, we plan to raise the criterion next year to a score of 80 instead of 70. That will help us ensure that the students pass the test (all three domains) with a score of 240. (We do still have an overall passing rate for the whole exam of 86%, but we want that to be 90% or above.). (10/04/2016) (10/05/2016)

Outcome #6, ELCC Standards, Capitalizing on Diversity - A student in the Educational Leadership MEd program will demonstrate skills in capitalizing on diversity to promote effective school programs.

Outcome Status: Inactive

Outcome Type: Student Learning Outcome

Start Date: 09/01/2010

Expected Outcomes		Assessment Methods	Results	Recommendations
End Date: 09/01/2016				
Outcome 1: Knowledge of Texas Principal Competencies - At least 85% of the students in the Educational Administration MED degree program will demonstrate knowledge of the the Texas Principal Competencies by achieving a passing score on the Texas Examination of Educator Standards (TEXES),Principal. Outcome Status: Complete Outcome Type: Student Learning Outcome Start Date: 09/01/2008 End Date: 08/31/2009	Standardized Test - The Texas Examination of Educator Standards (TEXES), Principal, is a standardized examination developed and administered by the State Board of Educator Certification. The examination tests the nine Texas principal competencies and addresses knowledge and skills needed for school administration. Criterion: The pass rate will be at least 85%. Schedule: Students take this course at the end of the program, during their last class.	Change Status: Change Recommended Result Type: Criterion Met During the time period of Fall 2008 through August 29, 2009, 235 students took the test, and 200 passed, yielding a passing rate of 85%. (07/29/2009) Related Documents: Principal Fall 2008-Summer 2009 without SSN (2).xlsx		
		Recommendation: We have identified competencies 4 (curriculum), 5 (instruction), and 9 (facilities) as the lowest competency scores. We are restructuring three courses to ensure that the skills from these competencies are addressed more fully. Competency 6 was the highest score; so we will examine the ways we address that competency in our classes. (09/01/2009)		
Outcome 2: Field Based Leadership Skills - Students in the Educational Administration MED degree program will demonstrate an exemplary level of field based leadership skills as measured on a Internship evaluation rubric. Outcome Status: Complete Outcome Type: Student Learning Outcome Start Date: 09/01/2008 End Date: 08/31/2009	Field Placement/Internship - The internship requires students to carry out leadership projects in their schools. The university supervisor assesses the students based on a scoring rubric. See attached rubric. Criterion: At least 85% of the students will achieve the Exemplary level on the internship evaluation scoring rubric. Schedule: This evaluation is completed in EDAD 5500, Internship, which takes places when students have completed approximately half of the program.	Change Status: No Change Result Type: Criterion Met During the fall semester of 2008, the spring semester of 2009, and the summer semester of 2009, 88% of the students achieved an overall score of Exemplary on the Internship Assessment. (09/23/2009) Related Documents: Internship_Scoring_Rubric(1).doc		
		Related Documents: Internship_Evaluation Internship_Scoring_Rubric(1).doc ELCC,NCATE STANDARDS.doc Texas Principal Competencies.doc		
Outcome 3: Application of Texas Principal Competenices - Students in	Portfolio Review - Students complete an Administrative Portfolio	Change Status: No Change Result Type: Criterion Met		

Expected Outcomes	Assessment Methods	Results	Recommendations
<p>the Educational Administration MEd degree program will apply the Texas Principal Competencies at the exemplary level as measured by a Portfolio Review Rubric.</p> <p>Outcome Status: Complete</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 09/01/2008</p> <p>End Date: 09/01/2009</p>	<p>demonstrating their application of the nine Texas principal competencies. The Portfolio is evaluated using the Administrative Portfolio Scoring Rubric. See attached rubric.</p> <p>Criterion: At least 85% of the students will achieve the Exemplary level on the Administrative Portfolio.</p> <p>Schedule: The students complete the Portfolio in the capstone course, the Practicum. This is the final course in the Educational Administration program.</p> <p>Related Documents:</p> <p>Administrative Portfolio Scoring.doc</p> <p>Internship_Scoring_Rubric(1).doc</p> <p>ELCC NCATE STANDARDS.doc</p> <p>Texas Principal Competencies.doc</p>	<p>During the fall semester of 2008, the spring semester of 2009, and the summer semester of 2009, 87% of the students achieved an overall score of exemplary on the administrative portfolio. (09/23/2009)</p> <p>Related Documents:</p> <p>Portfolio Scoring Rubric with 2008-2009 Results.doc</p>	
<p>Outcome #4: Texas Principal Competencies, Budget and Management - A student in the Educational Administration MEd degree program will demonstrate administrative leadership in budget planning and management.</p> <p>Outcome Status: Complete</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 09/01/2010</p> <p>End Date: 08/31/2011</p>	<p>Standardized Test - Domain III of the TExES Examination of Educator Standards, contains competency 008---budget planning and management. Ten questions assess this skill set.</p> <p>Criterion: Success is determined when at least 90% of students answer 80%, or 8/10, on competency 008 of the TExES Examination of Educator Standards.</p> <p>Schedule: Data collection is annual.</p>	<p>Change Status: Change Recommended</p> <p>Result Type: Inconclusive</p> <p>The way the TExES is now being reported to us only includes the Domain Level. We do not receive a report telling how our students perform at the competency level. This method of reporting makes it impossible for us to determine whether or not this outcome was achieved. For this report, we are reporting a result at the domain level and that includes the results of our students performance on this outcome. We will revise our outcomes for the upcoming year to show performance at the Domain Level, since we are not able to report at the competency level. For the time period included in this report, 118 students took the exam, and 29 of the students did not achieve a passing score for Domain III. That indicates that only 76% of the students achieved a passing score on the skills related to managerial administration, including budget planning and management. (10/28/2011)</p> <p>Related Documents:</p> <p>TExES Scores Sorted by Domain III-Highest to Lowest.xlsx</p>	<p>Recommendation: We still believe the problems students have with this Domain lie more in the area of facilities management and safety/crisis planning. Since we do not have competency scores, we do not know this for sure. However, we want to continue to address these areas. We have added information and activities on School Safety and Crisis Planning to the School Public Relations Class and information and activities about facilities in our Resource Class. These changes would not have had an effect on the students whose scores are included in this report because these courses are taken toward the beginning of the program, and the students take the examination</p>

at the end. We proposed, in last year's recommendation, that we add review modules on these skills to the capstone course (the Practicum), but those modules are still in development. Our recommendation is to continue with the changes we implemented last year and add the review modules to the Practicum. Also, we are making this learner outcome "inactive" since we cannot gather data on it as it is written and writing a new learner outcome addressing Domain III (10/28/2011)

Follow-Up: Spring 2012--develop review module for Domain III on TExES. Summer and Fall, 2012--implement review module for Domain III. (10/29/2011)

Change Status: No Change

Result Type: Criterion Met

152 students took the TExES in 2009-2010. 97% of the students answered 8 or more questions correctly on competency 8--budget planning and management. (09/18/2010)

Related Documents:

Competency 8 Report, 2009-2010

Recommendation: The TExES is divided into Three Domains, and, in other efforts to analyze the scores, we had focused on Domain III, Administrative Leadership because the scores in that Domain were slightly lower than the other two domains. Domain III consists of two competencies: 8 and 9.

Competency 8 deals with our students' skills in budget and resource management and leadership. Competency 9 deals with our students' management and leadership in the areas of the physical plant, support services, and school safety, including crisis management. When we

developed this learner outcome, the scores were not available to us at the Competency level. Now we are able to access those scores at the competency level, and we were able to see that our students are already very successful with competency 8. They are successful even though they take the course work that deals with budgeting and resource management early in their program, and the examination is at the end of their program. The analysis of the scores at the competency level indicates that competency 9 is of great concern. We studied competency 9 and determined that in 2009-2010, only slightly more than 50% of our students answered 50% of the questions correctly, and almost none of our students (even those who made a high score on the test overall) scored at a high level on this competency. Even though Domain III is not weighted as heavily as the other two Domains of the examination, the very low scores on Competency 9 have caused us to examine our curriculum. We have determined that we do not address many of the sections of Competency 9 at all. We have added a learner outcome related to Competency 9 and have decided to ensure that our classes address competency 9. Some ideas under consideration are as follows: adding lessons relating to Competency 9 in the

internship and the practicum; adding a section on supervision of support staff in the Supervision course, adding more about Crisis Planning to the Communication Course, adding information about facilities management to the School Resources course. Concerning the competency addressed in this learner outcome, we will continue to monitor it, but we believe, since the scores are so high, that we just need to continue to monitor and not make major changes. (09/18/2010)

Outcome #5, Texas Principal Competencies, Campus Culture - A
 student in the Educational Administration MEd program will demonstrate skills in developing a campus culture that is conducive to student learning.
Outcome Status: Complete
Outcome Type: Student Learning Outcome
Start Date: 09/01/2010
End Date: 08/31/2011

Standardized Test - The Texas Examination of Educator Standards (TEXES), Domain II, Competency 5,
 provides 10 questions measuring skills in developing a campus culture conducive to student learning.

Criterion: 90% of students will answer at least 8 out of the 11 (82%) questions correctly on the Domain II, Competency 5, campus culture.

Schedule: annually

Change Status: Change Recommended

Result Type: Inconclusive

The way the TEXES is being reported to us only includes the Domain Level. We do not receive a report at the competency level. This method of reporting makes it impossible for us to determine whether or not this outcome was achieved. We are reporting a result at the domain level (Domain II, Instructional Leadership) and that includes the results of our students performance on this outcome. We will revise our outcomes for the upcoming year (or make this outcome "inactive" and add a new one to address performance in the overall Domain of Instructional Leadership), since we are not able to report at the competency level. For the time period included in this report, 119 students took the exam, and 36 students did not achieve a passing score on Domain II, meaning only 70% received a passing score on the section of the test related to Instructional Leadership (10/29/2011)

Related Documents:

[TEXES Scores Sorted by Domain II-Highest to Lowest.xlsx](#)

Recommendation: Last year, we said that we were examining our curriculum to determine where we might address the areas of instructional leadership, data-analysis, and the other sections of competency 5 more thoroughly. We did analyze our curriculum and determined to add more information in our class on Organizational Change about data-analysis. We also added more emphasis on curriculum (competency 4, Domain II) in our Introductory Class, and we have standardized the Curriculum Development class to ensure that we have standard assessments to provide more consistency among various instructors. We will continue with this offering, and we are now engaging of a revision of four of courses: Introduction to Educational Leadership,

Instructional Leadership, Organizational Change, and Professional Development and Supervision. The new versions of these courses will go into effect in the fall of 2012. (10/29/2011)

Outcome #7: Texas Principal Competency 9--Campus Physical Plant and Safety - A student in the MEd in Educational Administration will demonstrate skill in leadership and management of the physical plant and school safety procedures.
Outcome Status: Complete
Outcome Type: Student Learning Outcome

Start Date: 09/01/2010
End Date: 08/31/2011

Standardized Test - The Texas Examination of Educator Standards measures 9 principal competencies. Competency 9 measures management of the school physical plant and school safety, including crisis management planning. Each examination consists of 11 questions for each competency, with 12 for one competency, so that the total number of questions is 100. In different administrations of the examination, some competencies have items that are being field tested; so those competencies might have more items that are non-scorable.

Criterion: At least 90% of the students will answer at least 8 out of 11 questions correctly on Competency 9 of the TExES.

Schedule: annually

Related Documents:

[Texas Principal Competencies.doc](#)

Change Status: Change Recommended

Result Type: Inconclusive

The way the TExES is being reported to us only includes the Domain Level. We do not receive a report at the competency level. This method of reporting makes it impossible for us to determine whether or not this outcome was achieved. We are reporting a result at the domain level and that includes the results of our students performance on this outcome. We will revise our outcomes for the upcoming year to show performance at the Domain Level, since we are not able to report at the competency level. For the time period included in this report, 119 students took the exam, and only 76% of the students passed Domain III, which includes facilities and school safety/crisis planning. Our students are still not doing well on this section of the examination. (10/28/2011)

Related Documents:

[TExES Scores Sorted by Domain III-Highest to Lowest.xlsx](#)

Recommendation: We believe the problems students have with this Domain lie in these area: facilities management and safety/crisis planning. Since we do not have competency scores, we do not know this for sure. We believe this based on past tests when we were able to see the competency scores. We want to continue to address these areas. We have added informaton and activity on School Safety and Crisis Planning to the School Public Relations Class and information and activities about facilities in our Resource Class. These changes would not have had an effect on the students whose scores are included in this report because these courses are taken toward the beginning of the program, and the students take the examination at the end. We proposed, in last year's recommendation, that we add review modules on these skills to the capstone course (the Practicum), but those modules are still in development. Our recommendation is to continue with the changes we implemented last year and add the review modules to the Practicum. Also, we are making this learner

<i>Expected Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Recommendations</i>
			<p>outcome "inactive" since we cannot gather data on it as it is written and writing a new learner outcome addressing Domain III Follow-Up Date Follow-Up 10/29/2011 Spring 2012--develop review module for Domain III on TExES. Summer and Fall, 2012--implement review module for Domain III.</p> <p>(10/29/2011)</p>

Assessments and Metrics

The Educational leadership Program at the University of North Texas conducts a number of assessments to measure the progress of our students. We have the Texas Examination of Educator Standards (TExES) and seven other Key Assessments.

TExES

There were 187 test takers in 2016-2017, and our overall passing rate was 89%. Two reports included in this appendix disaggregate and provide an analysis of the TExES scores. Our Southern Association of Colleges and Schools (SACS) Accreditation Report considers results from the TExES and one of our other Key Assessments. This report addresses multiple years. The next report is for 2016-2017 and compares our scores with the total scores of test takers across the state by Principal competency. We were above the state average for all competencies. We use these reports to determine areas of strength and areas for improvement.

Other Key Assessments and Rubrics

EDLE 5330 Best Practices in Instructional Leadership

EDLE 5400 Budget Simulation and Presentation

EDLE 5610 School and Community Involvement Plan

EDLE 5650 Instructional Supervision and Professional Development Assessment

EDLE 5680 Digital Portfolio and Digital Portfolio Rubric

EDLE 5700 Impact on Student Learning Field-Based Assessment

EDLE 5500 Internship Action Plan: Parts 1 and 2 and Professional Development Plan

Summary Report: Annual

Test: 068 PRINCIPAL
 Apply Competency Level Data: YES
 Group: All Programs
 EPP: University of North Texas
 Testing period: 09/01/2016 - 08/31/2017
 Examinee Attempts: Highest Score
 Scale score range: 100-300 by 1

Variables	# of Scored Points*	Average Scaled Score		Average % Correct		# of Examinees	
		All Programs	Program	All Programs	Program	All Programs	Program
Total Total		246.81	252.48			4753	187
I. School Community Leadership	33			76.53	78.51		
001. Principal shapes campus culture	10 - 13			75.85	76.98		
002. Principal communicates and collaborates	10 - 12			75.84	79.39		
003. Principal acts with integrity and fairness	9 - 12			77.86	79.25		
II. Instructional Leadership	40 - 44			73.10	76.90		
004. Principal designs and implements strategic plans	8 - 10			74.47	77.97		
005. Principal nurtures and sustains campus culture	8 - 11			78.84	82.82		
006. Principal implements staff evaluation system	11 - 13			65.70	69.64		
007. Principal uses org. and problem-solving skills	11 - 14			74.85	78.88		
III. Administrative Leadership	22 - 23			76.10	78.98		
008. Principal uses							

effective leadership and management	12 - 15	78.46	81.32
009. Principal uses principles of leadership and management	8 - 11	73.15	76.29

*The number of scored points for total, domain, and competency scores is based upon all candidates within the selected testing period. For tests that contain free-response items that do not contribute to a domain, the total number of scored points is based upon the scored selected-response items only. For competency scores, the number of items contributing to the average percent correct varies from form to form, but is always small. As such, competency score data should be interpreted with extreme caution and not used for decisions about candidates.

EDLE 5330 Best Practices Project in Instructional Leadership

1 DESCRIPTION

Best Practices Project

This project requires you to develop and articulate a vision for your ideal school of the future. In addition, you will explain the best practices and instructional programs you would like to implement in your school. In this explanation, you will include some of the ideas you have gained from sharing activities in this class. Also, you will also explain the methods you plan to use to assess and improve school culture and the leadership processes you want to use to make your school vision a reality.

There are two products for this project

I. Written Descriptions for the sections listed below. Write descriptions/ analyses of the areas listed below. Be sure to thoroughly explain the ideas you are presenting in the PowerPoint presentation. This written section would be the ideas you would be sharing if you were doing a presentation using the PowerPoint presentation.

II. A PowerPoint presentation of the main ideas of each of the sections. Submit this PowerPoint presentation as an attachment to your assignment. Your presentation should have approximately 12-15 slides, and the PowerPoint presentation should list the main ideas for each of the sections below. Enhance the PowerPoint presentation with graphics and color.

The sections of the Project (paper and PowerPoint) are as follows:

The Vision for My School: A statement that provides a vision of learning for all students. The vision statement should demonstrate an emphasis on the success of all students. This vision statement should be based on relevant instructional knowledge and an appreciation of diversity. ELCC 1.1.

Promoting the Vision: Consider the leadership principles we have studied and your own approaches to leadership. Describe the leadership processes you plan to use to implement your school's vision. Explain how you will use data to promote and implement the vision. Describe some of the ways you will involve the school community (teachers, staff, parents, students, community) in developing the vision and in implementing the school vision through the use of symbols, ceremonies, stories, and other activities. ELCC 1.2.

Overcoming Barriers to Implementation: Read the article "Closing the Implementation Gap" or other articles and information (Fullan's implementation dip, etc.) about overcoming the implementation gap and discuss what you will do specifically to make sure that your vision becomes a reality. ELCC 1.2

School Culture: Tell what you will do to assess school culture and provide a school culture that is supportive of staff, students, and parents. Include leadership processes that you would use to provide a supportive school culture. ELCC 2.1

Effective Instructional Program(s): Describe the instructional program(s) and curricular materials you plan to implement. Tell how you will use technology as an integral part of the instructional approaches for your school and discuss how these programs and curriculum materials will address diversity and equity in your school. Include at least three new ideas you learned through your sharing activities or reading materials in this class. ELCC 2.2.

Best Practices: Describe the instructional practices that you plan to implement. Discuss what specific instructional and motivational practices you will promote in your school. Be sure the best practices you are proposing are best on research-based learning and motivational theories. In addition, discuss at least three new ideas you learned through your sharing activities or reading materials in this class. ELCC 2.3.

Professional Development Plans: Describe how you will implement on-going and collaborative professional development strategies based on adult learning approaches including coaching, action research, learning walks, professional learning communities, and other professional development approaches. In addition, describe your own strengths, telling how you will use and develop these strengths to leader to the implementation of your school vision, a supportive school culture, best practices, and effective instructional programs. ELCC 2.4

References: List at least 10 references that would be especially helpful for an instructional leader. Use some of the references from this class, and you can also include other resources that you think are especially effective. Do a reference list using APA style or include a link on the PowerPoint and the paper for others to use to access information.

Technical Quality of PowerPoint Presentation: The PowerPoint presentation should include slides that give an overview of each of the areas above. You will not be able to put all of your ideas on the PowerPoint. Do this assignment as if the written sections were to guide you as you talked about the slides. That means, you would only have the main ideas on the slide, and, except for the vision statement, you will not have a large amount of text on a slide. Follow the 7 by 7 rule as much as possible (no more that 7 lines on a slide with no more than 7 words on a line). Use the guidelines in the link to effective PowerPoint Presentations. Include color, graphics, etc. to enhance the presentation. Be sure all text and images have proper size and resolution. Use a consistent theme in developing the presentation. All parts of the presentation must be accessible in the online format

Written Communication Skills: All parts of the paper and the PowerPoint must exhibit excellent skills in written communication. The paper and the PowerPoint presentation should have no errors in grammar, mechanics, or spelling.

2 RUBRIC

Criterion	Performance Rating			Score
	Exemplary	Proficient	Unacceptable	
Vision Statement ELCC Standard Element 1.1	<p>3</p> <p>1.1a. The candidate developed a vision statement that demonstrated innovative approaches to promote the success of all students. 1.1b The vision statement was based on relevant, comprehensive instructional knowledge and an advanced knowledge and appreciation of diversity.</p>	<p>2</p> <p>1.1 a. The candidate developed a vision statement that demonstrated approaches to promote the success of all students. 1.1 b. The vision statement was based on relevant instructional knowledge and an appreciation of diversity.</p>	<p>1</p> <p>1.1a. Candidate developed a vision statement that did not fully promote the success of all students. 1.1b. The vision statement provided only minimal consider relevant research and/or a clear appreciation of diversity.</p>	
Promoting the Vision ELCC Standard Element 1.2	<p>3</p> <p>1.2 a. The candidate demonstrated the ability to articulate the vision of the school clearly and demonstrated a specific and research-based understanding of multiple leadership processes needed to accomplish the vision.1.2b. The candidate demonstrated the ability to use multiple sources of data to support the vision</p>	<p>2</p> <p>1.2 a. The candidate demonstrated the ability to articulate the vision of the school and the leadership processes necessary to promote the vision 1.2 b. The candidate demonstrated the ability to use data to support the vision including student assessment results. 1.2 c. The candidate demonstrated the ability to communicate the</p>	<p>1</p> <p>1.2 a. The candidate did not demonstrate the ability to articulate the vision of the school and the leadership processes necessary to promote the vision.1.2 b. The candidate demonstrated minimal ability to use data to support the vision; and/or the explanation of the data was not</p>	

	including student assessment results, student and family demographic data, and an analysis of community needs. 1.2c. The candidate demonstrated the ability to communicate the vision to staff, parents, students, and community members through the innovative and skillful use of symbols, ceremonies, stories, and other activities.	vision to staff, parents students, and community members through the use of symbols, ceremonies, stories, and other activities.	clear. 1.2c. The candidate demonstrated minimal ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. The explanation of the symbols and ceremonies did not clearly relate to the vision.	
Implementation of the Vision, ELCC Standard Element 1.3	3 1.3a. The candidate formulated innovative and specific initiatives to overcome the barriers to implementation including specific references to class readings. The candidate thoroughly explained and applied each of the steps in the article "Closing the Implementation Gap" or other references to the implementation gap.	2 1.3a. The candidate formulated initiatives to overcome the barriers to implementation including specific references to class readings. The candidate explained and applied each of the steps in the article "Closing the Implementation Gap" or other references to the implementation gap.	1 1.3a. The candidate did not formulate initiatives to overcome the barriers to implementation including specific references to class readings. The candidate demonstrated only a minimal understanding of the steps in the article "Closing the Implementation Gap" or other references to the implementation gap.	
School Culture ELCC Standard Element 2.1	3	2	1	

	<p>2.1a The candidate demonstrated a thorough knowledge of ways to assess and improve school culture and an in-depth knowledge of research on school culture. 2.1b The candidate described and gave the rationale for multiple methods to assess and improve school culture.</p>	<p>2.1a The candidate demonstrated knowledge of ways to assess and improve school culture and knowledge of research on school culture. 2.1b The candidate described and gave the rationale for methods to assess and improve school culture.</p>	<p>2.1a.Candidate did not demonstrate a thorough knowledge of ways to assess and/or improve school culture. 2.1b. Ideas for improving school culture did not show a clear rationale or relationship with research on school culture.</p>	
<p>Effective Instructional Program ELCC Standard Element 2.2</p>	<p>3</p> <p>2.2a. The candidate demonstrated a thorough and in-depth knowledge of effective instructional practices and curricular materials. 2.2b. The candidate demonstrated the ability to make research-based and innovative recommendations regarding the implementation of curriculum that accommodates learners' diverse needs. 2.2c. The candidate demonstrated the ability to use and promote multiple applications of technology in all of the following areas:</p>	<p>2</p> <p>2.2a. The candidate demonstrated knowledge of effective instructional practices and curricular materials. 2.2b. Candidate demonstrated the ability to make recommendations regarding the implementation of curriculum that accommodates learners' diverse needs. 2.2 c. Candidate demonstrated the ability to use and promote technology in at least two specific ways: to enrich curriculum and instruction, to monitor instructional practices, and to</p>	<p>1</p> <p>2.2a. The candidate did not demonstrate a thorough knowledge of effective curriculum and instruction. 2.2b.The curriculum and instruction approaches did not clearly address learners' diverse needs. 2.2c. The candidate's proposal for the use of technology did not represent an up-to-date and/or clear understanding of technology and its uses to improve learning. The candidate did not make specific references to readings and</p>	

	to enrich curriculum and instruction, to monitor instructional practices, and to provide staff assistance for the school improvement. The candidate made specific references to readings and sharing activities from the class.	provide staff assistance for the school improvement. The candidate made references to readings and sharing activities from the class.	sharing activities from the class.	
Best Practices ELCC Standard Element 2.3	<p>3</p> <p>2.3a The candidate demonstrated an in-depth understanding of best practices for student motivation and learning. 2.3b. The strategies demonstrated a thorough knowledge of human development, motivation theories, learning theories, and concern for diversity. 2.3c The references chosen and the rationale for selection of the references in the reference section demonstrated an outstanding ability to use comprehensive and varied research strategies to determine best practices for improved student learning. The candidate made</p>	<p>2</p> <p>2.3a The candidate demonstrated an understanding of best practices for student motivation and learning. 2.3b. The strategies demonstrated a knowledge of human development, motivation theories, learning theories, and concern for diversity. 2.3c The references chosen and the rationale for selection of the references in the reference section demonstrated an ability to use comprehensive and research strategies to determine best practices for improved student learning. The candidate referred to readings and sharing</p>	<p>1</p> <p>2.3a. The candidate did not demonstrate a clear understanding of best practices for student motivation and learning. 2.3b. The strategies described did not demonstrate knowledge of human development, motivation theories, learning theories and/or a concern for diversity. 2.1c. The references chosen for the reference section did not demonstrate an ability to use appropriate research strategies to determine best practices for improved student learning. Some of the references</p>	

	specific references to readings and sharing activities from the class.	activities from the class.	were older than the assignment required and/or did not show evidence of comprehensive research. The candidate made only minimal reference to readings and sharing activities from the class.	
Professional Development Plan ELCC Standard Element 2.4	<p>3</p> <p>2.4a. The candidate designed and developed a superior, well-planned and context-appropriate professional development plan based on reflective practice and research on student learning consistent with the school's vision and goals. 2.4b The strategies promoted on-going and collaborative professional development based on adult learning approaches including coaching, action research, learning walks, professional learning communities, and other professional development approaches.</p>	<p>2</p> <p>2.4 a. The candidate designed and developed a well-planned and context-appropriate professional development plan based on reflective practice and research on student learning consistent with the school's vision and goals. 2.4b. The candidate demonstrated the ability to use reflective practice and adult learning strategies to form comprehensive professional growth plans.</p>	<p>1</p> <p>2.4 a. The candidate presented a professional development plan that was not planned in enough detail for implementation, and/or did not consider the school's context, and/or was not clearly related to the vision and goals. 2.4 b. The plan did not adequately follow adult learning strategies; the professional development plan was based completely on training; the plan did not include other methods of comprehensive professional development based</p>	

			on adult learning strategies.	
Reference List	3	2	1	
	<p>The references chosen and the rationale for selection of the references demonstrated an outstanding ability to use comprehensive and varied research strategies to determine best practices for improved student learning. The rationale for the selection of the references was thorough and clearly explained. All references demonstrated correct use of APA style or provided a link in the paper and the PowerPoint for others to access the reference.</p>	<p>The references chosen and the rationale for selection of the references demonstrated an ability to use comprehensive research strategies to determine best practices for improved student learning. The rationale for the selection of the references was explained. References demonstrated correct use of APA style (two minor errors allowed) or provided a link in the paper and the PowerPoint for others to access the reference.</p>	<p>The references chosen and the rationale for selection of the references demonstrated only a minimal ability to use comprehensive research strategies to determine best practices for improved student learning. The rationale for the selection of the references was not thoroughly explained. The list exhibited more than two minor errors in APA style and/or did not provide a link in the paper and the PowerPoint for others to access the reference.</p>	
Technical Quality of PowerPoint	3	2	1	
	<p>The PowerPoint presentation followed all guidelines for effective presentations. See rubrics for presentations distributed on the class website. The presentation</p>	<p>The PowerPoint presentation followed all guidelines for effective presentations. See rubrics for presentations found on the class website. All parts of the presentation were</p>	<p>The PowerPoint presentation did not follow the guidelines for effective PowerPoint presentations. See rubrics distributed in class. All or some parts of the PowerPoint or</p>	

	included graphics and other multimedia aspects to enhance the presentation. Images had proper size and resolution, and presentation had a consistent theme. All parts of the presentation were accessible in the online format	accessible in the online format.	multimedia presentation were not accessible in the online format.	
Written Communication	<p>3</p> <p>The candidate completed the paper and the Presentation using the highest standards of written communication. There were no errors in written communication.</p>	<p>2</p> <p>The candidate completed the paper and the Presentation using high standards of written communication. There were fewer than 3 minor errors in written communication.</p>	<p>1</p> <p>The paper and/or the presentation included major errors in written communication or more than 3 minor errors.</p>	
			Rubric Score	
			Rubric Mean	

EDLE 5400 Budget Simulation and Presentation Assignment

1 DESCRIPTION

EDAD 5400: Budget Simulation and Presentation Assignment

ELCC 3.1, 3.2, 3.3

The class will be divided into groups of 3 to 5 each. Each group will use a 20-page scenario of a fictional school. The group will represent the Leadership Team for the fictional school. Each team will choose the following roles as part of the Leadership Team: principal, vice principal, faculty members, parent representative, etc. Your team will be given 4 years of historic budgets for the school, and you will receive the students' achievement scores and demographic information. Your scenario also lists the district priorities and mandates, changes in grade structure for the succeeding year, changes in the curriculum, maintenance and facilities data, and reports about gaps in achievement among demographic groups.

The team must devise a campus plan with school vision statement, goals, and objectives and develop the budget to accomplish the vision, goals, and objective of the school. In addition, and the team must develop a plan to address the gaps in student performance and the district's goals and mandates concerning student achievement and stay within the budgeted funds available to the campus on a per capita basis. Since the requirements for improvement for student achievement are great, and the funds are limited, each team must also search for grants to help the school reach the improvement goals. Your team must prepare a second supplemental budget to allocate the expected income from grants. Your grant search should include references to community, state, and national resources that could provide support for schools. You are going to need to share your grant search and make recommendations concerning grants to apply for to support your school. (This will be a first step for the grant writing project you will complete later in the course.)

Each team must record and use appropriate budgeting strategies, which allow for the broadest participation in the disposition of the discretionary funds in the budget and the subsequent assignment of grant funds. The team will present the plan to the other members of the class. Each team member will present part of the budget, and all team members will be required to present orally and answer questions on the work accomplished by the team.

The project consists of the following:

The Campus Academic Plan and Goals (ELCC 3.2)

This part of the presentation must include the school vision, academic plan, and goals and a discussion of the ways you gained input from stakeholders in developing the plan and will involve stakeholders in the on-going implementation of the plan. Your group members must use consensus building, communication, and conflict resolution skills to determine the vision, academic plan, and budgeting

priorities. This part of the assignment must include a needs assessment survey and a description of methods used to gain input from staff, parents, and community concerning budgeting priorities. You also must demonstrate that you used data included in the packet to determine priorities: student assessment data, facilities and maintenance data, and results of needs assessments.

The Budget Plan (ELCC 3.1)

The plan must include the following elements: Proper use of Generally Accepted Accounting Practices (GAAP) format; Plan Overview; Site-Based Budgeting Strategy; Goals, Objectives, Mandates of the District and Plan's Alignment; Campus Academic Plan, and budgeting plan alignment; Contributions of the Budget to Equity; Evaluation of Accuracy (Metrics); and Allocations consistent with the Plan.

Grant Search and Secondary Grant Budget (ELCC 3.3)

All of the schools in this project show a great need for improvement in student achievement and gaps in the achievement of demographic groups represented in the school. Funds are limited; so each team must also search for grants to help the school reach the improvement goals. Your grant search must consist of the following: a list of at least 10 possible sources for grants to achieve your school's goals, descriptions of the application process including amounts for the grant, deadlines, requirements, and any other pertinent information about the grant. Be sure your school would meet the requirements for this grant. You are going to need to share your grant search and make recommendations concerning grants to apply for to support your school. (This will be a first step for the grant writing assignment you will complete later in the course.) In addition, your team must prepare a second supplemental budget to allocate the expected income from one of the grants. This budget must also align with school vision and goals, meet GAAP requirements, follow effective budgeting principles, and show allocations consistent with the plan. In addition, describe the technological resources you will use to manage the expenditure of the grant funds.

The presentation of the plan should include all team members, a discussion of budgeting strategies; overall substance and depth of understanding of budgeting issues; delivery, energy, and enthusiasm; professional dress and demeanor; equal participation. In addition, the plan presentation should include the following: a PowerPoint presentation; handouts; class involvement; other multimedia if appropriate, and appropriate use of allotted time (30-45 minutes).

During the presentation, you, as an individual, will be required to answer questions about the budget from classmates, the instructor, and, possibly, a local school district budgeting officer. Part of the assessment for this project includes your skill in answering specific questions about the budget.

See the Budget Simulation and Presentation Rubric for grading criteria.

On the Rubric, the Exemplary category = A; Proficient = B, Unsatisfactory = C through F.

2 RUBRIC

Criterion	Performance Rating			Score
	Exemplary	Proficient	Unacceptable	

School Academic Plan and Methods for Setting Budgeting Priorities ELCC 3.2	3 3.2 a Candidates demonstrated a strong ability to involve others in setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the school's vision. 3.2b Candidates developed a detailed and thorough communications plan to promote family and community input into the campus vision, goals, and budget priorities. 3.2c Candidates included clear and thorough budget input addressing safe, effective, and efficient school facilities.	2 3.2 a Candidates demonstrated a proficient ability to involve others in setting priorities using appropriate and effective needs assessment, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the school's vision and goals. 3.2 b Candidates developed a proficient communication plan for staff to promote family and community input into the campus vision, goals, and budget. 3.2c Candidates included budget input addressing safe, effective, and efficient school facilities	1 3.2a Candidates demonstrated little ability to involve others in setting priorities using appropriate and effective needs assessment, research based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the school's vision and goals. 3.2b Candidates developed little ability to plan for staff communication to promote family and community input into the campus vision, goals, and budget. 3.2c Candidates did not include or included only minimal budget input addressing safe, effective, and efficient school facilities	
Budget Plan ELCC 3.1	3 3.1a Candidates demonstrated a superior ability to optimize the learning environment for all students by appropriate management principles and budgeting processes. 3.1b Candidates provided a thorough and detailed plan of action to focus on organization and management of fiscal resources giving clear priority to student learning, safety,	2 3.1a Candidates demonstrated a proficient ability to optimize the learning environment for all students by appropriate management principles and budgeting processes. 3.1b Candidates provided a plan of action to focus on organization and management of fiscal resources giving priority to student learning, safety, curriculum, and	1 3.1a Candidates demonstrated minimal ability to optimize the learning environment for all students by appropriate management principles and budgeting processes. 3.1b Candidates demonstrated a minimal ability to develop a plan of action to focus on organization and management of fiscal resources giving priority to student learning, safety, curriculum, and	

	<p>curriculum, and instruction. 3.1c Candidates demonstrated a superior ability to deploy financial resources in ways that promote student learning. Plan included all required elements. The way the plan was presented in the handout and in the Presentation provided an especially clear and coherent view of the budget. The format demonstrated GAAP skillfully and accurately. The budgeting strategy clearly demonstrated a high level of knowledge about budgeting and organizational strategies.</p>	<p>instruction. 3.1c Candidates demonstrated an ability to deploy financial resources in ways that promote student learning. Plan included all required elements. The way the plan was presented in the handout and in the Presentation provided a clear and coherent view of the budget. The format demonstrated GAAP. The budgeting strategy demonstrated knowledge about budgeting and organizational strategies.</p>	<p>instruction. 3.1c Candidates demonstrated minimal ability to deploy financial resources in ways that promote student learning. Plan did not include all required elements or the organization of the plan made required elements difficult to determine. The way the plan was presented in the handout and in the Presentation did not provide a clear and coherent view of the budget. The format generally demonstrated GAAP, but there were gaps in the application of GAAP. The budgeting strategy did not clearly demonstrate knowledge about budgeting and organizational strategies.</p>	
Grant Search and Grant Budget ELCC 3.3	<p>3</p> <p>3.3 a Candidates used superior problem-solving and research skills in the grant search and accompanying budget to provide equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. 3.3. b Candidates creatively sought out new resources to facilitate learning. The grant search consisted of more than 10 possible sources for grants, thorough descriptions of the application process including amounts for the grant, deadlines,</p>	<p>2</p> <p>3.3 a Candidates used problem-solving and research skills in the grant search and accompanying budget to provide equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. 3.3.b Candidates sought out new resources to facilitate learning. The grant search consisted of at least 10 possible sources for grants, descriptions of the application process including amounts for the grant,</p>	<p>1</p> <p>3.3 a Candidates did not demonstrate the use of problem-solving and research skills in the grant search and accompanying budget to provide equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. 3.3b Candidates sought out new resources to facilitate learning. However, the grant search consisted of fewer than 10 possible sources for grants and/or did not include adequate descriptions of the application process</p>	

	<p>requirements, and other factors. The supplemental budget was strongly aligned with school vision and goals, clearly met GAAP requirements, followed effective budgeting principles, and showed allocations consistent with the plan. 3.3c Candidates applied and assessed multiple current technology applications for school budgeting processes.</p>	<p>deadlines, requirements, and other factors. The supplemental budget was aligned with school vision and goals, met GAAP requirements, followed effective budgeting principles, and showed allocations consistent with the plan. 3.3c Candidates applied and assessed at least one current technology application for school budgeting processes.</p>	<p>including amounts for the grant, deadlines, requirements, and other factors. The supplemental budget was not clearly aligned with school vision and goals and/or did not meet GAAP requirements, follow effective budgeting principles, and/or show allocations consistent with the plan 3.3c Candidates did not apply or assess current technology applications for school budgeting processes sufficiently to determine the effectiveness of the technology applications. .</p>	
			Rubric Score	
			Rubric Mean	

EDLE 5610 Parent and Community Involvement Plan

1 DESCRIPTION

EDAD 5610

School Simulation: Parent and Community Involvement Plan

You are the new principal of a school with great needs in parent and community involvement. The PTA and all other school groups have low membership and participation, and only a few parents come to parent conferences and other school activities. During the previous year, the school did a survey of parents, teachers, students, and community members and, generally, the responses were not positive. The parents were concerned with lack of communication and opportunity to participate in meaningful ways. In the past, the community has not been very involved in the school and there is a general feeling in the community that the school is ineffective even though your school received a "recognized" AEIS rating last year. In addition, the principal during the previous year had trouble with a group of parents who were involved but very vocal and not supportive of the school. The school received some bad publicity in several forms, but mostly in letters to the editor of the local newspaper and negative entries on various blogs. Also, the principal from the previous year was accused by Hispanic parents of favoring white/non Hispanic students, and there was negative publicity about this in local, state, and even national media. The school's demographics are as follows: 35% Hispanic, 40% White/non Hispanic, 15% African American, and 10% Asian American. The community has several large manufacturing companies and businesses that have not been involved in the school previously. Your school community has some families that would be considered middle to upper middle class, and 65% of your students come from families who are economically disadvantaged. Your school staff perceives that some of the economically disadvantaged students' parents or parents of students with learning or emotional problems may not be aware of community and social services available to them.

ELCC 1.5: Use the vision from your own school and other school improvement efforts and develop an explanation of the approaches you can use to promote community involvement in the vision. Explain these in your plan and actually participate in at least one activity at your school site that would promote community involvement in your school's vision and related school improvement efforts.

ELCC 4.1: You want to create community partnerships and increase parent involvement, community support, more support from the local media, etc. Create a Plan with a set off strategies that you will implement to improve parent and community support for your school and ways to develop partnerships. You can develop your plan for an elementary school, a middle school, or high school. The description above and the "Perceptions" survey could refer to any level.

The plan should have a timeline consistent with the school's calendar year; include specific activities/actions for each month of the timeline, the person(s) responsible for each activity/strategy, the intended audience, and a budget. The plan should also show activities/actions that will capitalize on

the diversity of the school and promote communications and involvement with parents, businesses, and community groups.

ELCC 4.3: In addition, identify at least one possible community resource that could support student achievement, solve school problems, and achieve school goals. Assume the school is in your own school community and investigate what community support is available. Investigate how social services (city, state, and federal or other resources could be used to support your school.

ELCC 6.3: Finally, discuss the ways your school is part of a larger economic, cultural, political, social, and legal context and how you will engage parents and community members to advocate for improved policies and laws that benefit students and their families. Be specific in placing information in your plan that shows how you will advocate for the success of all students, regardless of socioeconomic background, ethnicity, gender, disability, or individual characteristics.

2 RUBRIC

20 point rubric				
Criterion	Performance Rating			Score
	Exemplary	Proficient	Unacceptable	
Plans and Participation in Activities to Promote Community Involvement in the Vision (1.5)	5 1.5a. The candidate demonstrated an outstanding ability to involve community members in the realization of the vision and in related school improvement efforts. 1.5b. The candidate demonstrated superior skills needed to communicate effectively with all stakeholders about the implementation of the school's vision and related school improvement efforts.	3 1.5a. The candidate demonstrated an ability to involve community members in the realization of the vision and in related school improvement efforts. 1.5b. The candidate demonstrated skills needed to communicate effectively with all stakeholders about the implementation of the school's vision and related school improvement efforts.	1 1.5a. The candidate demonstrated minimal ability to involve community members in the realization of the vision and in related school improvement efforts. 1.5b. The candidate demonstrated minimal skills needed to communicate effectively with all stakeholders about the implementation of the school's vision and related school improvement efforts.	
Plan for Parent and Community Involvement ELCC Standard Element 4.1	5 The candidate demonstrated a superior ability to apply at least 7 of the skills listed below to the parent and community	3 The candidate demonstrated a proficient ability to apply at least 5 of the skills listed below to the parent and community	1 The candidate demonstrated a minimal ability to use the elements presented in the proficient column	

	<p>involvement plan: 4.1a. bring together the resources of family members and the community to affect student learning positively.4.1b. involve families in the education of their children and demonstrate the belief that families have the best interest of their children in mind. 4.1c. use an advanced knowledge of public information and research based knowledge of issues and trends to collaborate with community members. 4.1d. apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory. 4.1e. develop various methods of outreach aimed at business, religious, political, and religious organizations. 4.1f involve families and other stakeholders in school-decision making processes, reflecting an understanding that schools are an integral part of the community. 4.1g. collaborate with community agencies to integrate health, social, and other services. 4.1h. develop a</p>	<p>involvement plan: 4.1a. bring together the resources of family members and the community to affect student learning positively.4.1b. involve families in the education of their children and demonstrate the belief that families have the best interest of their children in mind. 4.1c. use public information and research based knowledge of issues and trends to collaborate with community members. 4.1d. apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create partnerships. 4.1e. develop various methods of outreach aimed at business, religious, political, and religious organizations. 4.1f involve families and other stakeholders in school-decision making processes, reflecting an understanding that schools are an integral part of the community. 4.1g. collaborate with community agencies to integrate health, social, and other services. 4.1h. develop a comprehensive program of community</p>	<p>and/or addressed fewer than 5 of the skills.</p>	
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	comprehensive program of community relations that demonstrate the ability to work with the media.	relations that demonstrate the ability to work with the media.		
Using Community Resources ELCC Standard Element 4.3	<p>5</p> <p>4.3a The candidate demonstrated a superior ability to identify partnerships and understand and use community resources to support student achievement. 4.3b. The candidate identified multiple ways to use resources and social service agencies to serve the community. 4.3c. The candidate demonstrated an in-depth and thorough understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>3</p> <p>4.3a. The candidate demonstrated a proficient ability to identify partnerships and understand and use community resources to achieve school goals. 4.3b. The candidate identified ways to use resources and social service agencies to serve the community. 4.3c. The candidate demonstrated an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>1</p> <p>The candidate demonstrated a minimal ability to use community resources for the school and/or accomplish the elements listed in the proficient column. .</p>	
Influence the Larger Context Standard Element 6.3	<p>5</p> <p>6.3a. The candidate demonstrated an outstanding ability to engage students, parents, and other members of the community in advocating for the adoption of improved policies and laws. 6.3b The candidate could apply a high-level of understanding of the larger political, social,</p>	<p>3</p> <p>6.3a. The candidate demonstrated the ability to engage students, parents, and other members of the community in advocating for the adoption of improved policies and laws. 6.3b The candidate applied an understanding of the larger political, social, economic, legal, and cultural context to</p>	<p>1</p> <p>6.3a. The candidate demonstrated minimal ability to engage students, parents, and other members of the community in advocating for the adoption of improved policies and laws. 6.3b The candidate could not apply understanding of the larger political, social, economic, legal, and</p>	

	economic, legal, and cultural context to develop activities and policies that benefit students and their families. 6.3c. The candidate demonstrated a superior ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	develop activities and policies that benefit students and their families. 6.3c. The candidate advocated for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	cultural context to develop activities and policies that benefit students and their families. 6.3c. The candidate did not understand policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics and did not advocate for these policies.	
			Rubric Score	
			Rubric Mean	

Instructional Supervision Assignment

This assignment is a key assessment for the class and for the Educational Leadership Program. This assignment gives you an opportunity to practice instructional supervision skills.

PART 1: Coaching to Promote Professional Development and Growth (35)

- **Coaching a Skilled Teacher:** In real coaching experiences, you would probably not have a set of questions to follow because, with practice, you can learn to use open-ended positive presupposition questions in daily situations. However, for this course, you will be practicing coaching skills by completing the following:
- Do a solution focused, goal-setting, planning, or reflecting conference/conversation with a classmate or colleague based on the coaching questions in figure 6.2 (pages 144-145) and in Resource A (193-194) in *Results Coaching* or one the sets of questions found in the week 7 assignment in blackboard. In advance of the conference, write out the questions you will use.
- Make a video and put it on YouTube where only the people you give the link to can see the video. Many of you probably know how to do this, but, if you do not, there is a link telling you how to upload a YouTube video in the assignment description in Tk20. Be sure that you do not put a password that makes it difficult for me to access.
- Demonstrate good listening skills, paraphrasing, and questioning skills. Paraphrase at least 4 times. You should practice using the questions before you do the video so that you do not have to read the questions. If you are reading the questions, you won't be able to use the non-verbal skills of eye-contact, etc. Take notes during the conference. See the self-analysis forms in the assignment description in blackboard to see how this conference will be evaluated.
- View your conference and analyze your coaching in the conference. See the analysis form for each type of conference and use one of those to analyze your coaching behaviors. In addition, answer the questions at the end of the forms asking you what you observed about the other person's planning, reflection, goal-setting, and problem solving. As you coach others and really listen and observe, you will learn so much and appreciate the high levels of thinking exhibited by effective teachers. See the analysis forms in the assignment in Blackboard. These forms are in Word; so you can type on them to submit your conference analysis. You have a form for the following types of Conferences/conversations: Solution Focused; Goal Focused, Planning Focused, or Reflection Focused. Write the questions you used on your Analysis form.

- Write a few paragraphs telling what you learned about coaching and your own skills from this assignment and describe high levels of thinking from the person you were coaching.

Submit (1) the link to the video, (2) an analysis form based on your observations of the video, and (3) a summary of what you learned from doing the conference.

PART 2: Observing to Collect Non-judgmental data (35)

- If you can observe a real teacher, observe two teachers for approximately 20-25 minutes each. Try to observe in situations where you will see some examples of effective instruction. If you do not have access to real classrooms, you can use the videos in the Week 7 lesson of the Blackboard course, and observe **three** teachers. If you are observing a real teacher, you should touch base with the teacher before the observation and be sure to thank the teacher after you observe.
- For the observations, **write non-judgmental, descriptive data. Write down exactly what happened.** For the videos or real classrooms, write down and submit exactly what you saw and heard. Write the actions of the teacher and the students and the things that were said. **Do not make evaluations or judgments.** You do not need a form, just write notes about the evidence you observed. You will need to type the findings or submit a scanned version of your notes (be sure the notes are legible). You can use the T-TESS Observation Evidence Sheet found in Blackboard, but, remember, the evidence should be non-judgmental. We have studied some examples of non-judgmental data and, on page 79 of the T-TESS Appraiser manual.
- You can describe what you saw in terms of the instructional strategies used, curriculum implemented, evidence of differentiating for student needs, classroom management strategies, use of technology, etc.

If you observe real teachers, you could give some supportive feedback. Your goal is not to give “corrective” feedback. **You are practicing your ability to gather non-judgmental data.**

- Submit the forms you used with your notes or just the notes and your **non-judgmental** description of what you observed in each classroom. Be specific and do not evaluate -- just give the facts. If you did this part of the assignment with the videos, tell which videos you observed.
- Write **one** summary of all observations telling specifically what effective instructional practices you observed. You can also identify areas of growth for the teacher, but mostly tell what good practices you saw. Present **specific evidence** to back up your information about the teachers. In the

summary, refer to knowledge you have about **best practices for student learning**. Tell what you observed that you would consider research-based best practices.

Submit (1) notes from the two (or three) observations, (2) a non-judgmental description of the two classes, and (3) an analysis of the practices you would want to reinforce and encourage the teacher to continue to use and, if necessary, one or two things the teachers could refine for future lessons.

PART 3: Revised Corrective or Directive Memoranda (20)

- During the first week of the course, we studied documentation and, then, later in the course, you wrote two memoranda. You shared your memoranda with the class and were to revise your documentation based on what you learned by sharing and seeing documentation written by others. You will submit the revised memoranda to this assignment.
- Use the check-list, *Form to Analyze Corrective or Directive memorandum* to check your memoranda. You do not need to submit the list, but the grade for this part of the assignment will be based on these criteria. Be sure your documentation is free of all errors in written communication. Remember that these memoranda may have several different audiences, including the school board.

Submit revised versions of two memoranda.

PART 4: Ethical Principles and Supervision (10)

- Write a two or three paragraph explanation of the ways you will apply principles of ethics and integrity as a school leader and how these principles apply to the content and skills studied in this course. You can refer to the code of Texas Educators' Code of Ethics, and, although it mostly applies to professional coaches, the Code of Ethics for Coaches in Resource C of *Results Coaching*.

Submit Analysis of Ethical principles and Supervision.

Digital Portfolio Assignment

Objective: Create a professional digital portfolio of recent accomplishments

Timeline: Your digital portfolio will be due at the end of Week 7

Assignment: Upload a link your presentation in this Assignment for grading

Discussion: Upload your presentation in the Week 8 Discussion forum to share with your classmates for feedback

Introduction:

According to David Niguidula (Chapter 9), a digital portfolio is a collection of materials that can be used for a variety of outcomes. Students create digital portfolios as a testament to where they have been, what they have experienced along the way, and provide a glimpse of the learning path they have chosen to follow. The portfolio grows over time and creates a story of the learning journey.

As professionals in this field, we create professional digital portfolios as a presentation of our accomplishments, much like a visual resume. Our digital portfolio becomes so much more than a stagnant repository of documents. Our digital portfolio tells a story about our professional journey and creates a story of our journey through our experiences and accomplishments.

Niguidula (2005) provided us with essential questions that need to be asked about each digital footprint we create and share. Schools ask these questions in developing more than a justification for collecting and sharing digital files of student work, but in creating a digital history of a journey of the learning experience and a student's progress in the experience (pages 154-160 in your textbook).

Focused on building capacity for critical thinking for future learning, we can use a similar process and questions in our professional journey. By applying these questions to our professional digital portfolio we gain a deeper understanding of the process and a greater appreciation for the student journey that we facilitate in our classrooms and schools.

Questions to apply to our professional portfolio:

- **Vision:** What do we know or are able to do?
- **Purpose:** Why are we collecting this work and not another?
- **Audience:** Who is your audience and why is this audience important?
- **Assessment:** Have you demonstrated the Vision? Have you assessed quality and outcomes? What learning has taken place and how is the learning measured? Have you told the story of your journey?
- **Technology:** What technology was used to create the product and portfolio?
- **Logistics:** Questions to ask about systems and process. How will you store, present, display, share, this learning journey?
- **Culture:** How will this new concept of a professional journey be received? What changes might need to be made to the presentation to best share your story in different settings or for a different audience?

The Assignment:

Create a professional digital portfolio of your learning journey to date. Tell a brief, but succinct, story of your journey and provide examples of your journey through the professional maze of education. Consider your vision and purpose (beyond creating your portfolio for class) in creating your digital portfolio. Who is your intended audience? How will you know if you reached your audience? What technology will you use and how will you address the issues of logistics. Finally, were you able to create the feeling within the portfolio that fits the culture of your classroom, school, personality, and audience?

You will create your portfolio using Foliotek, a program provided by UNT. The link to Foliotek can be found in My UNT and you will need your EUID and password to log in. The following links to Career Connect will help you get started. I would encourage you to start on this project during Week 1 and it will be due at the end of Week 7.

- At the beginning of Week 8, write a one page reflection of your experience creating your e-portfolio and attach a link to your e-portfolio in Foliotek (web address).
 - Submit the document and e-portfolio link in the Assignment titled Week 6 and 7 Digital Portfolio.
 - Also, submit the same reflection and e-portfolio link in the Week 8 Discussion to share your thoughts and accomplishments with your classmates for discussion. You will need to create a thread to upload your document.
- See the attached rubric for this assignment.

References

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.

Digital Portfolio Assignment Rubric

Levels of Achievement

Criteria	Exemplary	Competent	Novice
Content of the Portfolio	<p>14 to 16 points The portfolio provided an excellent glimpse of the passion, vision, and goals of the student. It was easy to see the process and accomplishments of the student as they were portrayed in the portfolio.</p> <p>Excellent visuals Excellent sound Excellent written communication Content of the portfolio provided an authentic experience of the student's professional journey.</p>	<p>10-13 points The portfolio provided a glimpse of the passion, vision, and goals of the student. The process and accomplishments of the student were portrayed in the portfolio.</p> <p>The portfolio contained visuals, sound, and written communication. Content of the portfolio provided an authentic experience of the student's professional journey</p>	<p>0 to 9 points The portfolio does not provide a glimpse of the passion, vision, and goals of the student. The process and accomplishments of the student were not portrayed in the portfolio.</p> <p>The portfolio did not contain visuals, sound, or written communication. Content of the portfolio did not provide an authentic experience of the student's professional journey</p>
Communication Skills	<p>4 to 6 points The portfolio exhibited the highest levels of written and visual communication with no errors or one or two minor errors in written communication.</p> <p>The portfolio did an excellent job of communicating the students Vision, Purpose, and the intended Audience.</p> <p>Technology, Logistics and Culture were implemented well.</p>	<p>3 to 5 points The portfolio exhibited written and visual communication with fewer than three errors in written communication.</p> <p>The portfolio communicated the students Vision, Purpose, and the intended Audience.</p> <p>Technology, Logistics and Culture were implemented.</p>	<p>0 to 2 points The portfolio did not exhibit written or visual communication with fewer than three errors in written communication.</p> <p>The portfolio did not communicate the students Vision, Purpose, and the intended Audience.</p> <p>Technology, Logistics and Culture were not implemented.</p>
Creativity	<p>5 to 6 points The response demonstrated an excellent use of creativity in the portfolio, while remaining true to the professional culture in education.</p>	<p>3 to 4 points The response demonstrated the use of creativity in the portfolio, while remaining true to the professional culture in education.</p>	<p>0 to 2 points The response did not demonstrate the use of creativity in the portfolio, was not aligned with the professional culture in education.</p>
Timeliness	<p>2 to 2 points The portfolio was submitted on time.</p>	<p>1 to 1 points The portfolio was submitted one or two days late.</p>	<p>0 to 0 points The portfolio was submitted more than two days late. If the portfolio is 3 or more days late, one point is deducted for each day.</p>

EDLE 5700: Practicum in Educational Leadership – UNT

“Impact on Student Learning” Assignment

To be submitted in the Tk20 System and in the Bb Learn course

This assignment is to provide you the opportunity for having a positive impact on student learning in your school based on administrative and leadership tasks that you complete as part of the Practicum, including the Site-based Project and any other administrative-related experiences during the Practicum. The Report that you create will allow you to document your experiences and learning.

You, your principal, and the UNT instructor for this course should have agreed in Week 1 on at least one **Site-based Project**. You should have devoted approximately **8 to 12 hours** for the project during the 8 weeks of the AOP Practicum.

In Week 8 of the course – with the exact due date found in the Assignments area — you will submit a **Report**, 2-4 pages in length describing the project, your role in the project, the relationship of the project to the Texas Principal Competencies and the ELCC Standards, and the impact the project has had or will have on student learning at your school. You will also include in your Report any significant learning in “other” administrative experiences at your school during the course. You will submit the “Impact on Student Learning” **Report** to the Tk20 system AND in the course *Assignments* area.

You will also ask your supervising administrator to complete an Evaluation Form. The administrator should submit the completed form to **your** instructor prior to the conclusion of Week 8. A copy of the form is found in the Overview of **Week 7** in the course, along with directions to the administrator for completing the form and sending it to the instructor. Send the completed form to your instructor at the email or mailing address found on the first page of the course Syllabus.

University of North Texas
EDLE 5700: Practicum in K-12 Adm. Leadership

Evaluation of "Impact on Student Learning" Assignment

Cooperating Administrator's Evaluation of the Site Based Project and Other Administrative Experiences of the Practicum Student

SEND TO: The UNT Instructor – at UNT email address found on first page of Syllabus

FROM: The Cooperating Administrator

Practicum Student's Name _____

Please consider the Site Based Project and other administrative experiences by the Practicum student during the term and their impact on student learning (current or future) in your school. Please respond to the items below and return, or have returned, the completed document to the course instructor. The student will provide the instructor's email and mailing address.

Scale:

5 = Outstanding positive impact on student learning or outstanding potential for positive impact on student learning

3 = some impact on student learning or some potential for impact on student learning

1 = little to no impact on student or not much potential for impact on student learning

	5	3	1
1. The site- based project and other leadership activities had a positive impact on the student learning in our school.			
2. The site-based project and other activities gave our school information we can use to have a positive impact on student learning in the future.			
3. The student demonstrated leadership skills and knowledge that should have a positive impact on student learning in the future.			
4. The strategies implemented in the project helped our school improve instructional practices, curricular materials, responses to diverse students' needs, the use of technology to improve learning, and/or other positive impacts on student learning. ELCC 2.2			
5. I would rate the information gained by these projects as very useful to our school.			

Please provide any comments about the student or the project activities below, on the back of this form, or on a separate page. Thank you for your support of the student.

Administrator's Signature _____ Date _____

Internship Action Plan and Professional Development Plan

Interns do the Internship Action Plan and Create a Professional Development Plan for their own future professional growth. At the beginning of the internship, students participate in at least one goal setting conference with the site administrator and the university supervisor. Then, the supervising administrator and the university supervisor monitor the intern's progress and Interns submit progress reports about the tasks they have accomplished and an on-going log of the time spent in these tasks. The supervisors also conduct a meeting at approximately the mid-point of the internship. Toward the end of the internship, the university supervisor conducts a reflection conference with the intern and the site supervisor and the university supervisor conduct an evaluation and give feedback.

Internship Action Plan - Part 1—Planning and Goal Setting

TEXAS PRINCIPAL COMPETENCIES AND Educational Leadership Constituent Consortium (ELCC) STANDARD ELEMENTS

Texas Principal Competency 1: Shape a campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Articulate a Vision (ELCC 1.2)

The intern can articulate the vision of the school and demonstrate the leadership processes necessary to promote the vision. The intern can use data to support the vision including student assessment results, student and family demographic data, and an analysis of community needs. The intern can communicate the vision to staff, parents, students, and community members using symbols, ceremonies, and other activities.

Activities/Projects/Actions

Texas Principal Competency 2: Communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Collaborate with Families and Other Community Members (ELCC 4.1)

The intern can bring together the resources of family members and the community to affect student learning positively, involve families in the education of their children, and demonstrate the belief that families have the best interest of their children in mind. The intern can use public information and research based knowledge of issues and trends to collaborate with community members; apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create partnerships; and develop methods of outreach aimed at community organizations. The intern can involve families and other stakeholders in school-decision making processes, reflecting an understanding that schools are an integral part of the community; collaborate with community agencies to integrate health, social, and other services; and demonstrate the ability to work with the media.

Activities/Projects/Actions

Texas Principal Competency 3: Act with integrity, fairness, and in an ethical and legal manner.

Act Fairly (ELCC 5.2) The intern can combine impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.

Activities/Projects/Actions

Texas Principal Competency 4: Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the varied use of assessments to measure student performance.

Provide an Effective Instructional Program (ELCC 2.2)

The intern can make recommendations regarding the design, planning, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs; use and promote technology and information systems to promote technology and information systems to enrich curriculum and instruction and to monitor instructional practices.

Activities/Projects/Actions

Texas Principal Competency 5: Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Promote a Positive School Culture (ELCC 2.1)

The intern can assess school culture and implement strategies that capitalize on the diversity (population, language, disability, gender, race, socio-economic) of the school to improve school programs and culture

Activities/Projects/Actions

Principal Competency 6: Implement a staff evaluation and development system to improve performance of all staff members, select and implement appropriate models for supervision and staff development, and apply legal requirements for personnel management.

Design Comprehensive Professional Growth Plans (ELCC 2.4)

The intern can implement well-planned professional development programs based on reflective practice and research on student learning consistent with school vision and goals; and develop and implement personal professional growth plans that reflect a commitment to continuous learning.

Activities/Projects/Actions

Principal Competency 7: Apply organizational, decision-making, and problem-solving skills, including monitoring and evaluating change and overcoming obstacles to change.

Understand the Legal, Political, Cultural, Economic, and Social Issues and Their Effects on Schools (ELCC 6.1)

The intern is an informed consumer of educational research and can apply appropriate research methods to a school context; understands the ways legal and political systems and institutional frameworks of schools have shaped a school and community and the opportunities available to children and families in a particular school. The intern demonstrates an understanding of the effects of poverty and other disadvantages on families, communities, children, and learning; understands the economic factors shaping a local community and the effects the economic factors have on local schools; and can analyze the cultural diversity in a school community. The intern understands various models of change and conflict resolution and understands the use of these models with various communities.

Activities/Projects/Actions

Principal Competency 8: Apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Manage an Organization (ELCC 3.1)

The intern can apply organizational and management skills including data based decision making with attention to equity, effectiveness, and efficiency; organize and manage fiscal, human, and material resources focusing on student safety and learning; manage time effectively and deploy time and resources in ways that promote student achievement

Activities/Projects/Actions

Texas Principal Competency 9: Apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Manage Operations (ELCC 3.2) The intern can use legal and organizational principles to promote educational equity and provide safe, effective, and efficient school facilities and operations (student services, food services, health services, transportation).

The intern can understand apply strategies for ensuring the safety and students and personnel and for addressing emergencies and security concerns; the candidate's ability to develop and implement procedures for crisis planning and responding to crisis

Activities/Projects/Actions

Internship Action Plan - Part 2: Results and Reflections

TEXAS PRINCIPAL COMPETENCIES AND ELCC STANDARD ELEMENTS

Texas Principal Competency 1: Shape a campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Articulate a Vision (ELCC 1.2)

The intern can articulate the vision of the school and demonstrate the leadership processes necessary to promote the vision. The intern can use data to support the vision including student assessment results, student and family demographic data, and an analysis of community needs. The intern can communicate the vision to staff, parents, students, and community members using symbols, ceremonies, and other activities.

Results

Texas Principal Competency 2: Communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Collaborate with Families and Other Community Members (ELCC 4.1)

The intern can bring together the resources of family members and the community to affect student learning positively, involve families in the education of their children, and demonstrate the belief that families have the best interest of their children in mind. The intern can use public information and research based knowledge of issues and trends to collaborate with community members; apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create partnerships; and develop methods of outreach aimed at community organizations. The intern can involve families and other stakeholders in school-decision making processes, reflecting an understanding that schools are an integral part of the community; collaborate with community agencies to integrate health, social, and other services; and demonstrate the ability to work with the media.

Results

Texas Principal Competency 3: Act with integrity, fairness, and in an ethical and legal manner.

Act Fairly (ELCC 5.2) The intern can combine impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.

Results

Texas Principal Competency 4: Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the varied use of assessments to measure student performance.

Provide an Effective Instructional Program (ELCC 2.2)

The intern can make recommendations regarding the design, planning, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs; use and promote technology and information systems to promote technology and information systems to enrich curriculum and instruction and to monitor instructional practices.

Results

Texas Principal Competency 5: Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Promote a Positive School Culture (ELCC 2.1)

The intern can assess school culture and implement strategies that capitalize on the diversity (population, language, disability, gender, race, socio-economic) of the school to improve school programs and culture

Results

Principal Competency 6: Implement a staff evaluation and development system to improve performance of all staff members, select and implement appropriate models for supervision and staff development, and apply legal requirements for personnel management.

Design Comprehensive Professional Growth Plans (ELCC 2.4)

The intern can implement well-planned professional development programs based on reflective practice and research on student learning consistent with school vision and goals; and develop and implement personal professional growth plans that reflect a commitment to continuous learning.

Results

Principal Competency 7: Apply organizational, decision-making, and problem-solving skills, including monitoring and evaluating change and overcoming obstacles to change.

Understand the Legal, Political, Cultural, Economic, and Social Issues and Their Effects on Schools (ELCC 6.1)

The intern is an informed consumer of educational research and can apply appropriate research methods to a school context; understands the ways legal and political systems and institutional frameworks of schools have shaped a school and community and the opportunities available to children and families in a particular school. The intern demonstrates an understanding of the effects of poverty and other disadvantages on families, communities, children, and learning; understands the economic factors shaping a local community and the effects the economic factors have on local schools; and can analyze the cultural diversity in a school community. The intern understands various models of change and conflict resolution and understands the use of these models with various communities.

Results

Principal Competency 8: Apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Manage an Organization (ELCC 3.1)

The intern can apply organizational and management skills including data based decision making with attention to equity, effectiveness, and efficiency; organize and manage fiscal, human, and material resources focusing on student safety and learning; manage time effectively and deploy time and resources in ways that promote student achievement

Results

Texas Principal Competency 9: Apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Manage Operations (ELCC 3.2) The intern can use legal and organizational principles to promote educational equity and provide safe, effective, and efficient school facilities and operations (student services, food services, health services, transportation).

The intern can understand apply strategies for ensuring the safety and students and personnel and for addressing emergencies and security concerns; the candidate's ability to develop and implement procedures for crisis planning and responding to crisis

Results

Self-Assessment by Intern and Professional Development Plan

Rate yourself in each of the following areas from the Texas Principal Competencies and the ELCC Standards. The purpose of this assessment is to help you identify your own strengths and areas for future growth and use this information to create a professional development plan for yourself.

	5	4	3	2	1
Principal Competency 1					
Articulate the School Vision (ELCC 1.1)					
The intern can					
articulate the vision of the school and demonstrate the leadership processes necessary to promote the vision.					
use data to support the vision including student assessment results, student and family demographic data, and an analysis of community needs.					
communicate the vision to staff, parents, students, and community members using symbols, ceremonies, and other activities.					
	5	4	3	2	1
Principal Competency 2					
Collaborate with Families and Other Community Members (ELCC 4.1)					
The intern can					
bring together the resources of family members and the community to affect student learning positively.					
involve families in the education of their children.					
use research-based knowledge of issues and trends to collaborate with families and community members.					
create family and community partnerships.					
develop methods of outreach aimed at business, community, and service groups.					
involve families and other stakeholders in school decision-making					

processes.					
collaborate with community agencies concerned with student health and safety					
develop a comprehensive program of community relations and work with the media.					
	5	4	3	2	1
Principal Competency 3 Demonstrate Fairness and Sensitivity to Student Diversity (ELCC 5.3) The intern combines impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.					
	5	4	3	2	1
Principal Competency 4 Provide an Effective Instructional Program (ELCC 2.2) The intern can					
make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.					
use and promote technology and information systems to promote technology and information systems to enrich curriculum and instruction and to monitor instructional practices.					
	5	4	3	2	1
Principal Competency 5 Promote a Positive School Culture (ELCC 2.1) The intern can assess school culture and implement strategies that capitalize on the diversity (population, language, disability, gender, race, socio-economic) of the school to improve school programs and culture					
	5	4	3	2	1
Principal Competency 6 Design Comprehensive Professional Growth Plans (ELCC 2.4) The intern can					
implement well-planned professional development programs based on reflective practice and research on student learning consistent with school vision and goals.					
develop and implement personal professional growth plans that reflect a commitment to continuous learning.					
	5	4	3	2	1
Principal Competency 7 Understand the Legal, Political, Cultural, Economic, and Social Issues and Their Effects on Schools The intern.					
is an informed consumer of educational research and can apply appropriate research methods to a school context.					
understands the ways legal and political systems and institutional frameworks of schools have shaped a school and community and the opportunities available to children and families in schools.					
demonstrates an understanding of the effects of poverty and other					

disadvantages on families, communities, children, and learning;					
understands the economic factors shaping a local community and the effects the economic factors have on local schools.					
can analyze the cultural diversity in a school community.					
	5	4	3	2	1
Principal Competency 8					
Manage an Organization (ELCC 3.1)					
The intern					
can apply organizational and management skills including data based decision making with attention to equity, effectiveness, and efficiency.					
organize and manage fiscal, human, and material resources focusing on student safety and learning.					
manage time effectively and deploy time and resources in ways that promote student achievement					
	5	4	3	2	1
Principal Competency 9					
Manage Operations (ELCC 3.2)					
The intern					
demonstrates an understanding of how to apply legal principles and school guidelines to provide safe, effective, and efficient facilities.					
understands and applies strategies for insuring the safety and students and personnel and for addressing emergencies and security concerns.					
can develop and implement procedures for crisis planning and responding to crisis					
	5	4	3	2	1
Planning and Implementation					
The intern demonstrates planning and implementation skills by completing and following through on the Action Plan.					
	5	4	3	2	1
Professionalism					
The intern demonstrates					
Professionalism, Interest, Good Judgment, Enthusiasm					
Appropriate Professional Dress, Grooming.					

After you have completed this assessment, develop a plan for your next steps and future plans for refining any areas needing growth and building on the strengths you have identified.



Attachment

Principal Prep

Principal Certification

**Internship Performance
Assessment**

Internship Application

Educational Leadership Principal Internship Application

RETURN APPLICATION TO: marilyn.deuble@unt.edu

Internship must be completed in an accredited Texas school. For the Accelerated Online Master's Program (AOP), students must take the Internship after completing all of the AOP Masters courses. Each student must obtain permission to enroll in the Internship Program using this form, which must be sent to Marilyn Deuble by the appropriate deadline. **Deadlines are:** October 1 for spring; February 1 for summer; March 1 for fall.

Registration information will be sent to students with the notification of acceptance. **PLEASE NOTE:** There will be an internship orientation meeting prior to or at the beginning of each semester. The date, time, and location of the meeting will be included in the notification/acceptance letter. If you change positions, schools and/or districts, please submit a "REVISED" application to the program office immediately.

Please indicate what program you are in: ☐ Masters ☐ Certification ☐ Masters and Certification
Expected Graduation Term (If seeking Masters): ☐ Spring ☐ Summer ☐ Fall

Expected Graduation Year: _____

Name: _____ UNT Student ID Number: _____

Current School/District/Office Employment: _____

Phone: _____ E-mail: _____

I request approval to enroll in the above internship certification program during the

SPRING ☐ or SUMMER ☐ or FALL ☐
ENTER YEAR ABOVE

I request assignment in (DISTRICT AND CITY): _____

Under the supervision of ISD Cooperating Administrator (Dr., Mr., or Ms.): _____

Cooperating administrator job title: _____ Email: _____

Name of School/Office: _____

School/Office address: _____
(Street) (City) (State) (Zip)

District Superintendent's name (Dr., Mr. or Ms.): _____

Superintendent's office address: _____
(Street) (City) (State) (Zip)

Superintendent's office phone: _____ E-mail: _____

OFFICE USE ONLY

Supervisor's signature if approved: _____

Superintendent's signature if approved: _____



Principal Certification

The Principal Certification program focuses on the skills required for campus-level and central office administration. Individuals may enroll in a program leading to the Texas Principal Certificate along with a Master of Education with a major in Educational Leadership. Those who already hold a master's degree may earn a principal's certificate without earning a second master's degree.

Our program emphasizes current theory and research to inform educational leaders as they make decisions regarding positive school culture, effective teaching practices, and student achievement. We accentuate field-based, practical applications of learning in educational leadership with online, blended, and face-to-face classes. We also help prepare candidates for the Texas Examination of Education Standards (TExES) for Principal Certification.

Lead Advisor: Dr. Linda Stromberg (Linda.Stromberg@unt.edu), (940) 565-3274

Administrative Assistant: Marilyn Deuble (Marilyn.Deuble@unt.edu), (940) 565-2942

Admission Requirements

- 1) Bachelor's degree from an accredited college or university;
- 2) GPA of 3.0 or higher overall baccalaureate GPA, or previous master's GPA of 3.5 or higher.
- 3) At least two years teaching experience as the teacher of record in a Pre-K-12 accredited school.
- 4) At least provisional teacher certification.

Admission Process

Admission to the program is a two-part process. Each applicant must first apply to and meet the general admission requirements of the Toulouse Graduate School at UNT. Then, applicants must complete an application packet from the Educational Administration program.

1) University Graduate School Application

Applicants should apply through the Toulouse Graduate School at www.applytexas.org. Submit the online application along with official transcripts from all universities/colleges attended.

If the minimum GPA requirements are met, the packet will be forwarded to our department for review. Applicants must meet the admission requirements of the Toulouse Graduate School, including a minimum 3.4 GPA on a master's degree work (if applying with a master's degree), 2.8 on bachelor's (if applying without a master's degree), or (alternatively) GPA of 3.0 on the last 60 credit hours taken if applying with a bachelor's degree.

2) Program Application Materials

Applicants must submit the following to the Educational Leadership Program Office at Marilyn.Deuble@unt.edu (please do not fax or mail):

- a) A letter of recommendation from your supervisor identifying your leadership, critical thinking and writing skills.
- b) An essay describing why you're seeking a Principal Certification, identifying relevant educational experiences and strengths, and providing evidence that you will be a successful educational leader in an increasingly multicultural environment.
- c) A resume that includes your previous work and educational experience.
- d) A program application to the Principal Certification Program.

Certification Requirements

1. Required Coursework (18 hours)

EDAD 5330 - Instructional Leadership (3 hours)

EDAD 5390 - Campus-Level School Law (3 hours)

EDAD 5400 - Management of School Resources (3 hours)

EDAD 5610 - School Communications and Public Relations (3 hours)

EDAD 5650 - Professional Development and Supervision (3 hours)

EDAD 5680 - Administration of the EC-12 Curriculum (3 hours)

3. Internship

EDAD 5500 - Internship

The internship cannot be used towards a master's or doctoral degree in Educational Leadership. Internship must be completed in an accredited Texas school.

EDAD 5500 requires 160 hours of interviews, observations, and participation in administrative functions at the school where the intern is a faculty member or administrator, as well as at other sites determined by a supervisory team consisting of a district supervisor and a university supervisor. Students must submit an application for internship in advance. The application is available here or may be obtained from the program office at UNT, in Matthews Hall room 218. The deadline for submitting the application is October 1 for the following Spring, February 1 for the following Summer, and March 1 for the following Fall semesters.

Probationary Certificate

Upon completion of four courses, candidates are eligible for a probationary principal's certificate. This allows the candidate to serve as an administrator for one year. Students must be enrolled at UNT throughout the period of the probationary certificate. The candidate must complete the whole certification program before the probationary certificate elapses. In order to be awarded the probationary certificate, the candidate must be serving in a position that would require the principal's certificate.

A certification plan signed by an educational leadership instructor and a teaching service record from the district must be on file before the probationary certificate may be granted. The teaching service record should be faxed to the COE certification officer at 940-565-2728. In addition, certification requirements from the state require a completed Statement of Eligibility form from the University and the school district for the student to be granted a probationary certificate. Students must apply online at the TEA website: www.tea.state.tx.us.

Time Limit for Courses

There is a seven year time limit for courses applied toward certification, which means courses on the certification plan cannot be over seven years old at the time of completion of the program. For students who already have a master's degree, earning certification consists of taking seven of the Educational Leadership courses, including the internship. Some students may be able to transfer in courses from the previous master's degree. The number of hours that a student can transfer into the principal certification program from another master's degree varies according to courses and whether or not those courses are equivalent to educational leadership courses.

Certification Plans

Students who have prior graduate course work to transfer to a principal's certificate must schedule an appointment with an advisor to prepare a certification plan. This should be completed during the first semester of course work or prior to beginning course work. Subject to the approval of the departmental advisor and the Toulouse Graduate School, up to six hours of graduate work completed elsewhere may be applied.

Master of Education in Educational Leadership

For certification concurrent with earning a Master's Degree in Educational Leadership, please see Master's of Education in Educational Leadership for the Master's Degree with Certification Program.

EDLE 5500: Principal Internship

You must complete a principal internship to obtain the Texas Standard Principal Certificate. The State of Texas requires an internship that includes a minimum of **160 hours** of documented administrative or leadership-related experiences at an elementary, secondary, alternative, or central office site under the supervision of both a university supervisor and school district administrator. The internship can take place at an accredited public, private, or charter school. Completing and submitting a Log of Hours and Activities during the internship and having it signed by the supervising administrator at the conclusion of the internship will document this requirement.

The goal of the internship program is to provide an opportunity to observe or experience on-the-job, hands-on experiences while working under the direction of a practicing and successful educational administrator. The internship experiences are to be aligned with the Texas Principal Competency requirements. You will plan activities cooperatively with a site-based supervisor based on the Texas Principal Competencies, the targeted areas set out in the action plan, your prior experience, and the needs of the school site and administrators.

Internships can take place during the fall, spring, or summer semesters. The internship is a full semester in length and is a regular course with tuition. Full-time educators are allowed to intern during the school year or summer. During the school year, activities are usually completed before school, after school, or during your conference period. For the summer internship, at least part of the required hours must be completed in a summer school program. Summer interns have the advantage of not having a teaching load, but the

disadvantage of a shorter summer semester (10 weeks) to complete the required hours. When applying for the internship, these things should be taken into consideration and discussed with the campus administrator.

Performance Assessments/Grades for the Internship

Each assignment will have the indicated value.

Assignment	Points
Plan of Action, Part 1	10
Executive Summary Reports (3)	15 (5 pts.each)
Reports of Administrative Interviews (2)	10 (5 pts each)
Report of Attendance at Meeting, Conference, or Training	5
Report of Shadowing Experiences	5
Report of Project	5
Plan of Action, Part 2	10
Self-Assessment Plan	5
Professional Development Plan	5
Completed Supervisor Evaluation Form	5
Log of Hours and Activities	10
Log of Hours and Activities	15
Total Possible Points	100

The internship should be the last class in the course sequence, or, under certain circumstances, the last class along with one other. You can take only one other class during the internship (or one class each eight weeks). You can graduate with the master's degree and then do the internship as a certification-only student. However, certification only students are not eligible for financial aid.

You must apply for the internship in advance. The deadline for the application is October 1 for spring, February 1 for summer, and March 1 for fall. Complete the application and send to Marilyn.Deuble@unt.edu.

You will be approved to take the TExES when you begin the Internship, and you can earn the Standard Principal Certificate when you have a transcript with a master's degree and a successful Internship grade posted; a passing score on the TExES; and a service record obtained from the district HR department documenting at least two years of experience as the teacher of record in an accredited EC-12 school. Submit this service record to Jill.Denniston@unt.edu.

If you have questions regarding the internship process, you may contact Marilyn Deuble at Marilyn.Deuble@unt.edu or 940-565-2942.